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THE UNIVERSITY OF ALBERTA

# CAREER TRANSITION WORKSHOP FOR TEACHERS

by

Eugene Kalita

A THESIS SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN COUNSELLING PSYCHOLOGY

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Date: 12 October 1979

## ABSTRACT

The purpose of this thesis was to design and implement a career and life assessment workshop for teachers who wish to reevaluate their choice of occupation. The program, titled "Career Transition Workshop", was based on the assumption that adults engaged in a profession such as teaching can generate information about themselves, determine the worthiness of this information, make inferences from this information and finally draw useful conclusions regarding their future career direction.

The "Career Transition Workshop" was developed through an examination of the literature regarding career change with emphasis on teachers, and through the investigation of other relevant seminars, programs and workshops that have previously evolved. Portions of other programs were adapted or redesigned in order to meet the specific needs of teachers.

This systematic, self-assessment program consists of sections regarding self-empowerment, adult development factors, values clarification, interest assessment, personality analysis, and transferable skills assessment. In addition, former teachers are invited to the workshop to discuss their transition from the profession. A brief evaluation is conducted at the conclusion of the workshop.

The workshop was conducted seven times for 120 teachers in various career situations from across Alberta. Evaluations were very positive and there was continued demand for the workshop. The program appeared to satisfy a need among many teachers for an assessment of their current career and life situation.

## ACKNOWLEDGMENTS

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Judy Snider of Alberta School Employee Benefit Plan was very helpful in bringing the workshop to teachers because of her enthusiasm and encouragement. Jim Rowand of Price Waterhouse was also very helpful with advice regarding career development materials.

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# CHAPTER I

## NATURE OF THE PROBLEM

### Rationale and Purpose

The writer has encountered many educators who have been interested in receiving career development assistance to consider alternative career possibilities. Some of these educators had been declared surplus and were placed in unsatisfying new teaching situations. Some were suffering considerable stress because of their teaching circumstances and were finding it difficult to continue their career. Others were disenchanted because of lack of recognition, insufficient advancement possibilities and shortcomings in their working conditions. Increasing numbers of teachers have been going on Long Term Disability (LTD) due to psychological complaints, mental illness and burn out. One of the major insurers of LTD programs has indicated that many teachers on LTD have commented that they need a career change. In addition, other research has indicated that 23-33% of Alberta teachers would prefer to leave the profession (Greene, 1983; Williams, 1981). This suggests that out of a teaching population of 27,000 in Alberta, there may be many thousands who would like to leave teaching. Of course, the number of educators who wish to leave is always much greater than the number who actually leave the profession (Tarnowski, 1973).

The writer has observed numerous teachers who have questioned their original career choice. This was demonstrated dramatically when a formal presentation was delivered by the writer at the Greater Edmonton Teachers Convention. This talk, titled "Mid-Life Career Change Among Educators", attracted an audience of over 700 in February, 1988. At the

completion of the presentation, fifty teachers indicated on cards that they would be interested in a Career Transition Workshop to enable them to contemplate other career possibilities.

There was more encouragement to develop a Career Transition Workshop. Shortly after the GETCA session, the Director of Personnel for Edmonton Public School Board (E.P.S.B.) recruited the writer to develop a workshop to be conducted as a component of the school system's Summer Inservice program for teachers. In addition, staff with the Alberta School Employees Benefit (A.S.E.B.P.) Plan who carry the largest Long Term Disability insurance plan (for teachers) were suggesting that some teachers on LTD leave of absence would also be attracted by a program of career and life assessment.

Encouraged by this demand, the writer reviewed various career development programs and subsequently developed the Career Transition Workshop during the spring of 1988. The workshop was initially advertised to E.P.S.B. staff only during June, 1988. Twenty teachers quickly registered and the first Career Transition Workshop was conducted over two days (9 a.m. - 4 p.m.) during the third week of July at the central office inservice centre. Since the program was sponsored by the personnel department, there was no cost to the participants, although they gave up two days of their summer holiday. Evaluations by the participants were very positive and everyone who attended took part in all activities over the two days.

A second workshop, partially sponsored by A.S.E.B.P., was scheduled for March, 1989, in a conference room at an Edmonton hotel. A.S.E.B.P. advertised it to some teachers then currently on its LTD plan and the writer also advertised the workshop (with a brochure) to working

teachers in the Edmonton area. Although the Career Transition Workshop was held on a weekend and the participants paid a registration fee, the program was again oversubscribed, necessitating an overflow session one month later. From May to July, four more sessions were conducted -- two in Edmonton and two in Calgary. Overall, seven sessions (with a total of 120 participants) were led by the writer.

The purpose of this thesis is to outline the Career Transition Workshop developed for teachers. This program addresses the self-assessment component of career and life planning. The program itself is two days long (9 a.m. - 4 p.m.) and consists of original material as well as an amalgamation of background material and career assessment activities from various sources. It is geared specifically to professional teachers since no other formal program of this nature was found in Alberta. A secondary purpose of this study is to briefly describe the personal characteristics of the teacher participants who were attracted to this Career Transition Workshop.

## Organization of Thesis

The rationale and purpose of a Career Transition Workshop for teachers is described in this chapter and is followed in Chapter II by a review of the literature regarding mid-career change with emphasis on teachers. The following topics are discussed: demographics and nature of change, the factors related to career change, motivations for career change and studies related to teachers.

Chapter III contains the assumptions of the program, a review of related programs and a description of the expectations and career situations of the participants drawn to the Career Transition Workshop.

Chapter IV includes the design, description, implementation and limitations of the program. A brief profile of the participants and their comments regarding the workshop is also reported.

Chapter V consists of a summation of the program, a description of what has been achieved and implications for future programs. This study concludes with comments and suggestions for future implementations of the Career Transition Workshop for teachers.

# CHAPTER II

## REVIEW OF RELATED LITERATURE

In this chapter, the review of the literature regarding the phenomenon variously called career change, career redirection and career transition has been organized according to the following categories: background, definitions and types of career change, demographics of career change, the various factors involved, and multiple motivations of career changers. Mid-life career change is emphasized with special significance placed on studies related to the teaching profession in the final section.

### Background

The North American work place is undergoing tremendous change. Whole industries are disappearing into the sunset because of the shift from an industrial to an information society (Naisbitt, 1982). Companies are merging, downsizing or "rationalizing" and many new occupations are appearing because of robotics and technological advancement. The North American population is aging and post World War II "baby boomers" are competing for fewer job openings. No longer are we expected to view career development as a lockstep and continuous growth process where an individual chooses an occupation in youth, trains for it, and engages in it faithfully for forty years until the presentation of a gold watch at retirement.

As Seymour Sarason (1977) has suggested, the "One life-one career" imperative is disappearing and many people are diverging from their original occupational choice. Richard Bolles (1989) in his popular classic

career change book, What Color is Your Parachute (1989), states that most students entering today's work place will have five or more occupations during their lifetimes. He observes that today the average job only lasts 3.6 years. North Americans are exposed to an increasing smorgasbord of lateral career possibilities and career change is no longer considered to be deviance, failure or instability. People are beginning to recognize that change is normal and that a variety of transitions during adulthood is commonplace (Bridges, 1980). At the same time with the aging of the "baby boomer" population, there is a growing recognition of the fact that mid-life can be a difficult and even "crisis" time for many people because of the convergence of various personal and societal pressures (Golan, 1986).

Although the topic has only begun to be researched recently, a large number of theorists and pop writers have written and commented on the themes of life transitions and mid-career change. For example, Sheehy's road map of adult life, Passages (1976), was a best seller throughout North America for many months. Since 20% of the population changes jobs every year (Martel, 1986), and since this figure is likely to increase in the future, we can expect a myriad of similar books and periodicals to be added to the book shelves.

Accordingly, recent professional literature indicates that many more concentrated efforts are being made by adult counsellors and psychologists to come to grips with the fact that many people do not retain their original life and career choices (Schlossberg, 1984).

Herr and Cramer (1979) and others have indicated that adult career development counselling is a national priority and that those adults in mid-life transitions should receive as much direction as those entering retirement and pre-retirement phases. Treatment and assistance

programs to aid people through mid-life and mid- career transitions such as the ones prescribed by Schlossberg (1984), Golan (1986) and Yost/Corbishley (1987) are only beginning to be utilized by counsellors and psychologists. Bolles' (1989) self-help manual for career changes and job hunters has been on the New York Times best seller list for many years and has sold over two million copies, indicating that there are many potential clients for these programs.

Career and employment counselling and workshops will be in greater demand in the future (Naisbett, 1982; Dychtwald, 1989) since various external societal forces and internal drives have caused many people to change careers. This concept will be further explored in a later section. In addition, as many as 80% of workers may be misemployed (Crystal, 1974) because they have stalled in inappropriate jobs unsuited to their interests, values, abilities, personalities and skills. Although those who eventually shift careers are far fewer than those who have a strong inclination to change (Sarason, 1977), the seeds are planted and there are likely to be more teachers and others who wish to diverge from their originally chosen career path as they enter mid-life. The shifting job market, societal trends, demographic factors, technological change and adult development factors will all come into play.

## Definition of Terms

In order to discuss mid-life career change among teachers, it is useful to define some of the terms employed in the discussions.

Mid-Life: Vocational psychologists usually define mid-life career change in terms of a lower level of approximately 35 years of age since most people have become settled in their careers having completed their

education. An upper limit of 50 or 55 years is often chosen to differentiate the phenomenon from that of early retirement. Mid-life "transition" is usually seen to take place within three or four years of age forty.

Career and Career Change: These terms are defined differently by various authors. One definition is provided by Donald Super as quoted by Healy (1982):

> A career is an orderly and systematic progression of jobs within a given occupation leading upward usually to some desired position of responsibility and challenge. Redirection...emphasizes a change of occupation and not merely the improvement of existing skills or the upgrading of credentials for the same line of work. (p.8).

Richard Bolles (1980) utilizes a more general definition:

> A career is your total life in the world of work. Careers are often, in everyday conversation, spoken of as though they were synonymous with "fields of knowledge" or "majors" -- so that when we mean to say "field change" we often use instead the more popular phrase "career change." But in the end, it doesn't matter which phrase we use. (p. 67).

Alberta Manpower (Fingus, 1982) utilizes a corresponding definition of career. The department defines it as the "sum total of all life's experiences including paid work, volunteer and community activities, as well as hobbies and leisure activities" (p. 2). By this definition, everyone has a career and mid-career changers are any "people who are in the middle of their total life experiences and are considering an alteration in some aspect of their life situation." Therefore, mid-career change becomes intertwined with total life transition issues and requires not just career counselling but special techniques of transitional counselling (Schlossberg, 1984).

Another definition is provided by Pascal (1975). He indicates that "A career is an orderly and systematic progression of jobs within a given

occupation leading upward to some desired position of responsibility and challenge" (p. 15). He emphasizes that the career change or "redirection" is a process consisting of two steps: 1) a person desires a change because of external or internal forces, 2) he/she takes the appropriate steps to carry out the change. These steps could include counselling, utilizing job search techniques and obtaining the necessary retraining at appropriate adult education institutions. Redirection "emphasizes a change of occupation and not merely the improvement of existing skills or upgrading of credentials for the same line of work" (p. 17).

Meryl Reis Louis (1980) utilizes a similar definition of "career" and expands these concepts further. She considers a "career" to be a "sequence of role-related experiences accumulated over time" (p. 329) and that it also includes nonwork roles. She employs the term "career transitions" which she defines as "the period during which an individual is either changing roles (taking on a different objective role) or changing orientation to a role already held (alternating a subjective variety of career transitions)". One category, called "interrole transitions", includes five types and involves transitions where a "new and different" role is taken (e.g. interprofessional, intercompany, or another). The second category, titled "intrarole transitions", includes four types and involves a change of "orientation" to an old role (e.g. career stage transitions such as teacher to principal). Specific classification of a particular person's career transition depends on his/her external situation as well as the internal (subjective) experience of the change.

It is useful to describe these specific definitions in order to help us understand the various facets of the career change phenomenon. It is helpful to note, for example, that there is a significant difference between

an accountant becoming an antique dealer, and a teacher advancing to become a principal. Career change and transition is a complex process that cannot be easily studied and categorized.

For the purposes of this thesis, "career change" refers to a person who leaves one occupation for another where a substantial change of environment occurs and many new skills are required. An example of this phenomenon is an educator who leaves the employ of a school system to become a lawyer or salesperson.

## Demographics of Career Change

How many people are actually switching careers? Various studies have indicated that career change is more common than many people once thought. Sommers and Eck (1977) looked at a five-year study regarding male career change that had been conducted by the United States Department of Labor. They found that 32.2% of all working males transferred to a totally different occupation during this period. This group included 26% of professional and technical workers who had changed, as well as 24.6% of managers and administrators. Delineated by age, 37.5% of men from age 30-39 changed careers, 31.6% of those from 40-49, and 25.5% of those from 50-59 changed careers in the midyears of their lives. They also found that people were twice as likely to change occupations as leave the labour force.

Two other studies also indicate the extent of career changes. Parsons and Wigtil (1974), perusing United States census bureau information, found that 44% of white males (ages 45-49) changed occupations during their life-span. Gottfredson (1977) looked at age trends in five-year career stability in a large sample of 21 to 70 year olds by collecting census bureau data and

utilizing Holland's occupational classification system. He found that career stability increased with age for both sexes and that,

> For men the most frequent shift was from 'realistic' work to 'enterprising' work...a shift from technical occupations to occupations involving primarily managerial, supervisory, or persuasive work with people. Of all shifts for 41-45 year old men, 25% were from realistic to enterprising work (p. 8).

In addition, he noted that 75% of men between 41 and 55 remained in their occupations for over five years and, of those who changed occupations, 60% stayed within the same Holland category of work. In his overall sample, he found that 10-14% shifted occupational categories during the five-year period.

In another study, Rosenfeld (1979) found that 12% of working males (aged 35-54) had changed occupations during a single year. On the other hand, Sekscenski (1980) has shown that workers under 25 generally change occupations most frequently, reflecting the fact that younger people may not yet have "settled" into a career.

In another investigation conducted by the College Entrance Examination Board, Arbeiter (1978) interviewed 400 non-student adults who were either undergoing or anticipating job or career changes. This study suggested that 36% of the population (the equivalent of 40 million Americans) were in career transition periods.

A study conducted by the Human Resources Centre (1980) looked at 5,085 graduates of the University of Pennsylvania twelve or thirteen years after graduation and found that education, occupational experiences and industrial factors interacted with each other and many individuals moved across occupational boundaries. Multitrack careers were prevalent and

those who made radical shifts did not see this behaviour as unusual since there were many continuities between their previous and present occupations.

Austin and Vines (1983) proposes that perhaps one-third of Americans change careers every five years. Bolles (1989) expects that the average person will make major career changes at least five times during his/her worklife. Quoting from statistics on job-changing in the United States from the New York Times (January 27, 1985), Martel (1986) observes that 20% of Americans now change jobs every year and that this number has been rising since the early 1970's.

Wegmann and Chapman (1987) have reviewed recent U.S. Bureau of Labor statistics to determine that the numbers of workers who change employers or occupations is closely related to age. They noted the following percentages of career change over one year:

| AGE | CHANGE |
|---|---|
| 20 - 24 | 21% |
| 25 - 34 | 13% |
| 35 - 44 | 7% |
| 45 - 54 | 5% |

Overall, they found that the average United States worker will work for more than ten employers during a lifetime. They noted that the average West German will work for only two employers in a lifetime.

An additional fact to consider is that, among the group that does not change careers, there are substantial numbers who are planning change. For example, Tarnowski (1973) studied a group of middle managers and found that 55% were planning to make or had already made a change of occupations during the preceding five years. In addition, 45% preferred a

totally different occupational field and 75% of that number planned to initiate a career change in the near future. In a study commissioned by Psychology Today, 44% of "young professionals" responding to a questionnaire about their jobs felt trapped and desired a career change.

In spite of the fact that those people who change jobs or occupations may earn less than those who do not (Borjas, 1981), career changers are clearly a relatively common group of people. The great variations and discrepancies in numbers of career changes in these studies occur because of the variety of criteria utilized, the year chosen for the study, and the definitions of "career change."

A number of studies have investigated the numbers of teachers who wish to leave their profession or who have already left it. A major survey of American teachers (1979) by the National Education Association (NEA) found that one third of the teachers they surveyed preferred to be in another occupation.

A few years later, when the NEA again surveyed its 1.8 million members, it found that 40% of them would no longer choose their profession if they were able to make the choice again (Caissey, 1985). In addition, it was found that a teacher's career was six years shorter than it had been twenty years prior to the study.

Another U.S. survey of 1208 teachers conducted by Louis Harris and Associates for Metropolitan Life from April to June of 1988, found that 26% of all teachers (33% male, 24% female) were "very likely" or "fairly likely" to leave the teaching profession. Substantial increases occurred since 1987 in this trend between those who had taught less than five years and those who had taught more than twenty years in terms of whether they were "very likely or fairly likely to leave teaching": 20-34% and 22-34% respectively.

Minority teachers in particular were planning to leave in large numbers (i.e., 40% of those surveyed). According to research conducted by Chapman, State University of New York, and Hutcheson, New York State Office of Mental Health (1982), 25% of North American teachers eventually leave teaching to follow an alternate career.

Figures for Alberta are equally enlightening. In May of 1982, the Alberta Teacher Association surveyed 2966 teachers who were leaving school staffs for reasons other than transfer. Twenty-five percent (743 in total) questionnaires were returned and analyzed by the Department of Education. Twenty-six of these respondents were interviewed. Greene's (1984) summary of the findings indicated that,

> In relation to the Alberta Teaching force as a whole, proportionally more females left teaching than males, more single than married teachers, more teachers in the 25-36 year age groups, more of those with two to nine years of teaching experience, and more of those with fewer than four years or with seven or more years of teacher education (p. 5).

Of the 544 respondents who indicated that they had left voluntarily, 12.3% said that their major reason for leaving was to enter another occupation.

In a study investigating stress experienced by teachers, Williams (1981) sent out questionnaires to 1,014 teachers in the Edmonton Catholic School District. She looked at the personal, professional and structural variables among respondents who expected to leave the profession, stay in the profession or were undecided. She found that 34.8% of males and 32.5% of females planned to leave, younger teachers were more likely to leave (25 to 29 year olds - 45.8%; 40 to 44 year olds - 28%; 50 to 54 year olds - 20%), and teachers with the least experience were likely to leave (e.g. 2 years - 60%, 6-10 years - 38.5%, and 21 or more years - 16.7%).

In another study, Greene and Lahti (1984) mailed a questionnaire to 17% of the University of Lethbridge graduates who had received a B.Ed. degree between 1972 and 1983. 177 questionnaires were returned and it was determined that 29% (51 respondents) had left or had never entered the teaching profession. Of those teachers still in the profession, 23% "preferred" or "were expecting to leave" the profession or were "undecided".

## Factors Related to Career Change

Technological developments, sociological trends and adult development factors all contribute to career change statistics in North American society.

## Technological Factors

Technical and skill obsolescence in post-industrial society have resulted in an increase in the number of people entering career transitions. Swartz and Neikirk (1983) in their book The Work Revolution indicate that there is an increasing mismatch between the skills needed by employers and the skills presently available in workers. Due to computerization, robotization and the electronic revolution, many jobs are disappearing (e.g. pin boys, cotton gin workers, cashiers and tellers). Other kinds of new job categories are appearing (e.g. ecologist, computer programmer, computer design engineer). Whole sectors such as manufacturing are employing substantially fewer workers due to robotization. It is expected that only 5-10% of workers will soon be involved in the manufacturing sector (McDaniels, 1989, p. 12). Others areas of the economy such as the service and information sectors are expanding ( Naisbett, 1982). U.S. Bureau of

Labour Statistics (1987) indicate that the projected need for workers required in broad occupational groups from 1986-2000 will vary a great deal (e.g. technicians - 38.2% increase; professional workers - 27% increase; farming/forestry/fishing workers - 4.6% decrease). (McDanials, 1989, p. 29)

Similarly, societal and governmental priorities change with technological trends and the march of time. When Russia sent the Sputnic satellite orbiting around the earth, the United States government expanded its educational system and aerospace industry in order to reach and ultimately surpass the Russian technology. This created a vastly inflated demand for aerospace engineers and space scientists. Later, during the Kennedy-Nixon administration and the "Age of Aquarius," there was a renewed concern for the improvement of society resulting in extended social and educational programs. This created an increased demand for social workers and educators. However, the "Great Society" period ended when President Reagan came to office and attempted to balance the budget as well as place more money into military weapons development. His plans for "Star Wars" defence technology may increase the need for specialized physicists and other military science occupations. In the 1970's, the oil industry required large numbers of petroleum engineers for exploration to meet increasing world energy demand. Similarly, demands for alternate energy sources and control of pollution created the need for occupations in these areas. On the other hand, recent dramatic drops in world oil prices have thrown thousands of people out of work in once rich oil-producing regions such as western Canada. The resulting downturn affects all segments of the economy (including education when families with children relocate elsewhere to seek work).

For these reasons and because of the decline of post WWII "baby boomers" in schools, there has recently been a surplus of teachers, whereas in 1957, teachers were in great demand when baby boomer children were invading schools. Technological advances in the drug field have allowed people to live longer and there will likely be a greater demand for people in occupations related to gerontology, health care and adult education in the future (Schwartz & Neikirk, 1983).

Societal trends and economic development (or downturns) related to the new high technologies result in the expansion or contraction of many occupational areas, sometimes creating boom towns (or provinces) or devastating local or national economies. Many people will be required to change careers as new technological developments occur.

**Sociological Factors**

Changes in social mores and values come into play throughout a person's life-span, leading workers to consider career change, although the effects will vary enormously with each individual. One factor may present a tremendous challenge and crisis to a specific individual. To another with a different attitude, it may improve his/her ability to pass successfully through major transitions in life.

One trend that has affected all of our lives is the post World War II deterioration in respect for institutions and authority figures. In the 1970's the Beatles sang "All you need is love" and the hippies espoused slogans such as "Let it all hang out" and "Do your own thing." Although these free spirits are now aging, there has been a parallel interest in individualism, personal fulfilment and what Seymour Sarason (1977) calls a search for an "authentic self." People are more concerned with quality of life rather than

just frantically climbing the long corporate ladder in search of excessive materialism. They wonder if "bigger" really is "better" and they want more satisfaction from work as well as from family life. In addition, greater affluence and the growing phenomenon of dual career families encourages people to consider changing careers or retiring earlier, especially if they are highly paid professionals.

Another factor contributing to increased numbers of career changers is the growth of bureaucracies and institutions in government and business. Bureaucracies, due primarily to their size and monolithic nature, tend to be impersonal, smothering, rigid and overly organized. Average healthy individuals may be made to feel powerless and impotent with many of their personal needs unfulfilled. In his landmark book Personality and Organization, Argyris (1957) reported that bureaucracies make difficult demands on a healthy individual: "...the basic impact of the formal organization structure is to make the employees feel dependent, submissive, and passive, and to require them to utilize only a few of their important abilities" (p. 75). These unhealthy demands placed on individual by large bureaucracies tend to encourage people to either seek other careers or to seek satisfaction in leisure activities.

Herzberg (1954), in his classic writing relating to work motivation, has noted that large bureaucracies may be at odds with motivators of worker performance. For example, a large impersonal bureaucracy is likely to stifle what he feels are the two main performance motivators: "sense of personal growth" and "recognition of achievement". Further expansion of large bureaucracies may encourage more people to consider career changes. However, attempts are being made to humanize large corporations, as indicated by encouraging books such as Peters and

Waterman's (1982) best-seller titled In Search of Excellence. Nonetheless, large corporations are not about to change quickly.

A final factor which will likely have a profound effect on the number of people seeking redirection is the changing demographics of the population.

Dychtwald and Flower (1989) and others have described some interesting demographic trends. The number of children born into each North American family is dramatically falling and is now at its lowest point ever. The fertility rate is only 1.8 per woman which is 27% less than 1970 and only a quarter of the rate in 1800. Even though there are twice as many fertile women today than there were twenty years ago, they are having only half as many children. Consequently, although the number of elementary students rose 14 million from 1950 to 1970 in America, it subsequently dropped dramatically by 6.5 million during the next ten-year period. Over 9000 of the schools built for the baby boomers of the 50's and 60's have been closed, forcing many teachers to change careers.

At the same time, a boom in the population of seniors is occurring because North Americans are healthier than ever before and therefore are living longer. In addition, the huge "baby boomer" cohort of 76 million born between 1946 - 64 is aging and creating an enormous demographic alteration. In 1776, the median age of the population was only 16, in 1886 it was 21; it is now 32 and will likely be 36 by the year 2000. The median age of teachers is now 43 in Alberta (ATA, 1988). Overall, only 4% of the North American population was over 65 in 1890; now it is 12%. By the year 2000 improvements in medical technology may raise it to 20% (Dychtwald and Flower, 1989). Statistics Canada indicates that in 1986, 38.5% of Canadians were 35-54 years old and this number is expected to grow to 48.8% by the

year 2000. On the other hand, the 15 - 34 year old group is expected to decline to 40.7% from the 1986 proportion of 51.0% (Statistics Canada, Labour Force Annual Averages, 1981-88, Employment and Immigration Canada, 1989).

The result of these demographic shifts is that the workplace may change dramatically to accommodate the needs of this "age quake" in terms of products and services. Meanwhile, more people may move into less gruelling careers in order to remain working into old age, especially since forced retirement is disappearing. On the other hand, there has been another trend towards early retirement incentives in many companies, making it less difficult for people to move to part-time work or less demanding careers without losing their accumulated pension benefits.

Hall and Richter (1984) point out that the "Baby Boomer" in mid-career will likely face difficult times because more people will be going after fewer management positions. They note that the population in the United States between the ages of 35 and 44 will increase by 42% (i.e., an additional 20.7 million people) between 1980 and 1990. However, middle managers are being eliminated in record numbers resulting in a decrease of 1.7 million (19.1%) middle management jobs during this same time period. On the other hand, there is a shortage of people aged 45 to 54 from which senior managers are often chosen. The result of these phenomena will likely be that many baby boomers will either plateau early or move at a snail's pace in their career advancement. A few "fast track" high achievers may move into senior management, but many others may become frustrated and alienated because of their limited career possibilities.

The actual labour force will grow less quickly during the next decade because of the low birth rates during the 70's. For example, in Canada,

over 300,000 new people entered the work force during the 1970's baby boomer workplace invasion. This compares to approximately 200,000 in the 1980's and 180,000 expected during the 1990's. The young 15-24 age group made up 26% of the workforce in 1971, 22% in 1986 and will likely only be 17% by the year 2000. At the same time, the group over age 34 made up 49% of the labour force in 1986 and will likely expand to 60% by the year 2000.

In a document titled Success in the Works, A Profile of Canada's Emerging Workforce, Employment and Immigration Canada (1989) has noted that there will be dramatic implications for the workforce because of the demographic transitions:

> In the past, a large and growing supply of young workers shielded many older workers from the effects of economic swings. During a downturn in the economy, younger workers are the first to lose their jobs. They are less protected by seniority, and they have not established a firm attachment to the labour market...In the future, with a smaller proportion of youth in the labour force, the effects of economic adjustments will reach older workers more quickly, requiring them to demonstrate greater flexibility and adaptability than has been required of them in the past. (p. 15)

With teachers there have also been dramatic changes in career patterns because of demographic patterns. In the 70's, because of the expanding population of young people, there was job security and many new teachers entered the profession. However, because of declining birth rates and a smaller school population, there are now fewer young teachers in the profession. In Alberta, new teachers are finding it so difficult to find jobs that only 3% of active members of the Alberta Teacher's Association are under age 25. On the other hand, 41% of teachers are between 35 and 44 (ATA, 1988). Lafrancois (1984) predicts that 80% of teachers may be over age 40 by 1990. This very large group is discovering a shrinking pool of

promotional opportunities within their school systems and most will reach a plateau in their teaching career.

Teacher supply has been substantially higher than teacher demand during the last few years. A Planning and Policy Secretariat report for the ATA (1988) indicates that there was a surplus of 1188 teachers in 1987-88, up from 807 in 1984-85. This surplus, however, will likely decrease to 495 by 1991-92 and there may even be a teacher shortage by the mid 1990's.

It is informative to study labour market information and trends compiled by Employment and Immigration Canada for the Edmonton area. Let us look at some figures from the January, 1988, Bulletin for Edmonton. The 362,000 people employed in the city represented employment growth of 2% or 7000 people from the previous year. There was a decrease in unemployment insurance claims in 15 of 18 major occupational categories because of an improved employment picture. In spite of this fact, three major job categories of unemployment insurance claims still expanded: Medicine and Health increased 10%; Social Sciences increased 13%; and Teaching indicated the largest increase in unemployment insurance claims, at 29%.

One group within the teaching category stood out dramatically. There were 158 secondary school teachers receiving unemployment insurance, which was a whopping 426.7% increase over the previous year. This increase was the largest of the 130 different occupational groups listed by the Edmonton Labour Market survey. This confirmed what most teachers already knew, that few teaching jobs are available, especially at the high school level.

Because of the declining demand for teachers, new faculty graduates have had great difficulty in locating positions and many teachers may even

be forced to leave the profession (Pollack, 1984). It is noteworthy that there has been a substantial increase in legal battles waged by ATA lawyers defending teachers against unfair transfers and terminations. For example, the Member Services caseload regarding terminations went from 42 in 1985 to 61 in 1986 and 98 in 1987. From 1986 to 1987 legal advice caseload went up from 147 to 267 and professional relations disputes caseload increased from 208 to 308. The number of teachers collecting Long Term Disability funds from the main teacher insurance plan in Alberta increased by 11.38% (i.e., from 247 to 273 claims) during 1985 - 86 (ASEBP, 1986).

Physical factors resulting from aging may also lead to pressure upon an individual to consider a change of career. By the time people reach their forties, subtle but clear signs of physical decline become apparent to both men and women. For example, sight deteriorates most significantly between the ages of 40 and 59 (Buckner, 1967), particularly in viewing close objects. Similarly, hearing begins to decline by age 40, especially auditory acuity and the ability to hear high voices (Farnsworth, McNemar, and McNemar, 1965). Over the years, the body also yields to gravity; muscles loosen and bones compress so that we all become shorter and more frail.

Meanwhile, other biological changes begin to occur in mid-life (Santrock, 1986). At age 40, the heart can pump only 23 litres of blood under stress, whereas 40 litres per minute was possible at age 20. Similarly, blood pressure increases and bladder, kidney and prostate problems are more likely to occur. There is an increased danger of cancer and heart attacks; sexual activity may decline. Even fluid intelligence may decline with aging although crystallized abilities may improve. All of these gradual changes make it clear to people in mid-life that they are running somewhat slower

than younger people around them and that human mortality is not far distant. This may encourage them to move into less arduous occupations.

For some, mid-life physical changes make them uneasy and they feel the options of youth have been lost. Nichols (1986) describes mid-life:

> When we reach our late thirties, we are near the midpoint of life. No gong rings, of course, but twinges begin. A feeling of unease sets in with the realization that this is the end of growing up and the beginning of growing old. Most of us have concluded the preliminary business of adulthood, and now our lives take on a settled quality. This is it, life as a grown-up. We look back and see the vitality and endless possibilities of youth; ahead, we see ourselves plodding along well-worn paths, whose shapes were fixed long ago (p. 20-21).

The feelings of unease, the growing awareness of physical deterioration, and the loss of youth may cause some people to leave their present occupations for less demanding or stressful ones.

At the same time, family situations may influence mid-career change. For example, divorce may encourage a person to seek a higher paying occupation because of increased expenses and a single income. Alternatively, when the breadwinner of a family is relieved of some financial responsibility when the children move away, he/she may find it less burdensome to relocate to a more favourable geographical area or choose a more suitable occupation. At the opposite end of the spectrum is the couple who have children late in life; they may adopt a job conducive to spending more time at home. Finally, mid-career change may be necessitated when people are forced to move closer to ailing or aging parents.

In addition to the above mentioned sociological factors which may encourage change, world events, natural disasters and wars may also play a role in the decision-making process. People who are physically disabled

or wounded by an event may have to totally re-assess their career possibilities. This all suggests potential for a great deal of career change in our society.

**Adult Development Factors**

Originally, psychology grew out of the study of mental illness; and the scientific description of normal development has only recently become of interest to psychologists. Most of the research on human development has concentrated on the more obvious milestones and developments during infancy, childhood and adolescence. However, more recently, normal adult development has been systematically studied and these investigations have relevance to our understanding of mid-life career change.

One of the major works in the study of adult development was Erik Erikson's Childhood and Society (1950) which was inspired by the work of Freud. In this landmark book, he described what he felt were eight developmental stages of men and women. An individual must resolve a basic conflict and pass through each stage in order to progress through to the next level. The normal developmental stages of adulthood include "intimacy vs. isolation," "generativity vs. stagnation" and "ego integrity vs. despair." The first of these stages occurs in the 20's and the individual must develop intimacy with others, particularly with the opposite sex through marriage. The second stage covers most of middle adulthood and begins in the early 30's. At this stage, the individual is concerned with caring for others and generativity in parenting, work, self-expression, creativity and contribution to society. In the final stage, just before old age, the individual attempts to see the meaning of his life.

Gould (1979) collected questionnaire information from 524 men and women in group therapy and utilized this data to postulate seven stages and crises in adult development. He found that those aged 40-43 were going through a very unstable period and that those in the 35-43 group seemed to be generally very aware of the march of time and had a certain internal urgency to complete their goals. These people also felt concern about whether they had done the right things in life; and eventually many realigned their life goals after a crisis and some changed careers. Although Gould's work is interesting, some have criticized its validity because of his subjective observation and the lack of statistical analysis.

Lowenthal (1976) studied 216 lower or middle class men and women at different stages in life. She found that "values functional at one stage of life are not always functional at another, and some reorientation across the life-span tends to be the rule rather than the exception" (p. 184). In addition, she also discovered that:

> Among middle-aged men, values most likely to influence well-being were those relating to family and work. Whereas interpersonal-expressive values tended to be linked with high satisfaction, instrumental-material values showed the opposite trend. Among some of the men with high instrumental-material values, low life satisfaction seemed to stem from a realization that original occupational and material goals could never be met; among others, it seemed to reflect increased pressure and exertion to achieve certain goals before the gates to occupational advancement were closed (p. 186).

The most well-known research regarding adult development has been done at Yale University by Daniel J. Levinson (1978) and is described in his landmark book The Seasons of a Man's Life. Through extensive biographical interviews of 40 males in the mid-life decade (age 35-45), he

has identified a number of life periods (eras) and life stages in people's lives. Developmental undertakings must be learned at each level. Levinson (1986) describes the overall structure of his model:

> The theory includes the following elements: (a) the concepts of *life course* and *life cycle*, which provide an essential framework for the field of adult development; within this framework, studies of one process or age level can be connected to others, but without it, we have a miscellany of findings and no integrated domain of inquiry; (b) the concept of the *individual life structure* which includes many aspects of personality and of the external world but is not identical with any of these and evolves in its own distinctive way; and (c) *a conception of adult development* - the evolution of the life structure in early and middle adulthood. Life structure development is different from, and should not be confused with, the development of personality, social roles, or other commonly studied processes (p. 3).

Levinson identified a number of "eras" in a person's life. These periods last approximately 20-25 years: 1. Childhood and Adolescence (preadulthood) from ages 0-22; 2. Early Adulthood from ages 17-45; 3. Middle Adulthood from ages 40-65; 4. Late Adulthood from age 60+. Between these main phases are cross-over transitional periods or overlaps, which often harbour a crisis. For example, during the Early Adult Transition (age 17-22), a person goes from a position of dependence to one of independence and forms a "dream" of his future is formed. Another transition occurs at mid-life (age 40-45) when the individual comes to grips with his life and evaluates it in terms of his former goals and aspirations. This period is often punctuated by "marker events" such as physical deterioration, divorce, death of parents, career change, children leaving home, and other events.

This middle period of life has been popularized by many writers who also see it as a significant turning point in people's lives:

> Turning forty is like having a bad case of spring fever. The symptoms are familiar - a feeling of stagnation, disequilibrium, and mild depression. Life itself can sap the spirit, just as a long season of winter wears us out, leaving us languid and closed in longing for the sunshine of spring (Nichols, 1986, p. 18).

According to Levinson (1978), this transition at midlife consists of turmoil since a person tries to come to terms with the many conflicts in life. For some men the period from 38 to 43 is not painful. On the other hand:

> ...for the majority of men - about 80 percent of our subjects - this period evokes tumultuous struggles within the self and with the external world. Their Mid-Life Transition is a time of moderate or severe crisis. Every aspect of their lives comes into question, and they are horrified by much that is revealed. They are full of recriminations against themselves and others. They cannot go on as before, but need time to choose a new path or modify the old one (p. 199).

Levinson observed that many people experience a major turning point in their career during mid-life. This results from a realistic understanding of the disparity between career hopes compared to the reality of career possibilities. The reaction to these unrealized occupational hopes may be crisis, depression, divorce or career change.

Since his original work, Levinson's conceptualizations of adult development have been upheld by other research conducted by Gooden (1980), Holt (1980), Hill and Miller (1981), Kellerman (1975), Levinson (1984) and Stewart (1976). Other research regarding adult development and teachers will be reviewed later in this chapter.

Inspired by the work of Levinson and Gould, Gail Sheehy collected detailed information regarding the life histories of 115 men and women through personal interviews. The subjects ranged from age 18-35 and represented various socio-economic levels and occupations. From this

study originated Passages (1976), which remained on the best seller list for over six months.

Instead of the term "stages," Sheehy uses the term "passages" which are quite similar to Levinson's. She postulates that everyone goes through these passages, which she has named with catchy phrases such as the "trying twenties," "catch thirties" and the "deadline decade." She feels that there are great difficulties (or crises) during each passage which must be surmounted before progressing to the next stage. By successfully negotiating these passages, a person eventually earns what she calls "authentic identify."

Sheehy differs from Levinson in two areas. The first concerns her description of the "deadline decade" which roughly corresponds to Levinson's "mid-life transition" stage. Her "passage" lasts ten years from age 35-45, whereas Levinson's only lasts five years. Secondly, she suggests a different female pattern at mid-life:

> Women come upon the crossroads earlier than men do. The time pinch around 35 sets off a "my last chance" urgency. What a women feels it is her "last chance" to do depends on the pattern she has followed so far. But every woman - the caregiver, the deferred achiever, the deferred nurturer, the integrator - finds unanticipated questions knocking at the back door of her mind around 35, urging her to review those roles and options she has already tried against those she has set aside, and those that aging and biology will close off (p. 377-8).

Sheehy's investigation, although very popular, has been criticized for being unscientific and biased. She released little information on the composition of her sample or the interview method utilized, and she conducted no scientific analysis (Santrock, 1986, p. 498).

In reviewing these theories of mid-life development, it is clear that many people go through personality changes. However, it is unclear

whether these changes will automatically evolve into a mid-life crisis leading to career change. Developmental psychologists will need to conduct much more detailed research before a decisive and comprehensive concept of life stages can be formulated. The connection between these stages and mid-life career changes also needs to be investigated much further.

## Multiple Motivations for Career Change

As we have seen, demographic, technological, sociological and psychological factors all come into play in any mid-life career change. This section describes studies which attempt to find commonalities among the many possible motivations for career transitions among workers. In addition, typologies utilized by researchers are delineated.

A number of studies have explored the cases and motivations for adult mid-career change. The reasons, of course, vary a great deal. Sinick (1975) has compiled a list of motivators:

- initial career not person's own choice
- career inappropriate from outset
- original aspirations not met by career
- purpose of first career accomplished
- change of career required by changing goals
- satisfaction sought for higher level needs
- dead end reached in terms of advancement
- inadequate outlet for creativity
- insufficient challenge to abilities
- data-people-things involvement inappropriate
- incongruence with vocational interests
- desire to implement avocational interests
- disproportion between prescribed and discretionary duties
- insufficient variety in work content
- work pressures and deadlines too demanding
- work becomes too physically demanding
- work context source of dissatisfactions
- employer policies and practices dissatisfying
- purpose of employer enterprise incompatible
- co-workers divergent in values and lifestyles
- personality conflicts with supervisor or co-workers

- earnings outstripped by living expenses
- desire to "keep up with the Joneses"
- social status of occupation inadequate
- insufficient time for leisure activities
- greener grass in another field (pp. 7-8)

In a landmark study, Dr. Paula Robbins (1978) examined the characteristics of 91 male successful professionals and managers between the ages of 35 and 54 who had changed careers. She found them to be an interesting, alive and dynamic group who were proud of what they had done. In addition to describing the motivations of the changers, she also delineated the ages, family history and educational level of the career shifters.

The ages of the career changers did not seem to have any strong statistical significance. Although a few more people shifted careers at age 40, there was no conclusive evidence that mid-life crisis may have been a strong factor. However, two trends were noted -- that younger men more often returned to school to change careers and they also tended to take a longer period of time to carry out their training and career change.

Educational level, socio-economic status and family history of this group provided information regarding opportunity for career change. For example, those with lower level education and who came from lower socio-economic levels were more likely to be laid off or fired. This appears to stem from the fact that those from lower levels originally had less choice of occupation and subsequently were more likely to find themselves in a field that did not complement their interests, temperaments and abilities. Similarly, the middle or upper socio-economic groups tended to have higher educational levels, were more economically secure and could therefore, voluntarily change careers without serious consequences. In summary, it

appears that the affluent were happier at their jobs and had the greatest opportunity for change.

It is interesting to investigate the motivations for career change as described in Robbins' study. The three primary reasons for change were "desire for more meaningful work," "desire for a better fit of values and work" and "a chance for greater achievement". On the other hand, only two people indicated that "better salary" was a very important motivator for their career change and only three people indicated that "security" had high importance. In other words, intrinsic rewards were more important than materialism, money and status to these male professionals and managers in Robbins' study.

This apparent interest among career changers for intrinsic satisfaction is congruent with Maslow's (1954) description of man's hierarchy of needs. The people in Robbins' study were relatively affluent and had satisfied their basic physiological/survival needs and had risen through safety, belongingness, love and esteem needs according to Maslow's hierarchy. They had ascended to the higher order needs of "self-actualization" and were concerning themselves with discovering meaningful careers that were intrinsically rewarding. People operating at a lower level of needs would likely change careers for other reasons.

Similarly, the work of Herzberg (1959) in his research into work motivation is consistent with Robbin's study. Herzberg's theory of work satisfaction emphasized that the strongest motivation for work comes from job factors which satisfy the worker's need for self-actualization, sense of achievement, pride of accomplishment, and need for personal growth. These "motivators" played a major role for the men in Robbin's study. They were not dissatisfied with what Herzberg called "hygiene" factors but they

were seeking a work environment that would provide them with inner meaning and personal growth. Apparently, in lower paid occupations salary is very important. However, at higher levels, where salary is not a concern, self-actualization and meaningfulness play a far greater role.

Finally, the interest in intrinsic rewards and satisfactions in this study is congruent with the findings of developmental psychologists who are concerned with adult psychological development. As Levinson (1978) and others have demonstrated, men at mid-life tend to become more concerned with inner satisfactions rather than material possessions. They spend more time ruminating about life and its meaning and less time concentrating on economic and extrinsic rewards.

Various authors have formulated assorted typologies of career changers in order to further understand the phenomenon. Thomas (1980), for example, studied 73 men ages 35 to 54 who had left professional or managerial careers. The career changers were dichotomized by internal pressure to change as opposed to external pressure from their environment.

Four different types of changes were studied. The "Drift-outs" were those who were not highly internally motivated to leave their careers and had low pressure from their external environment to do so. The "Opt-outs" (or "Drop-outs") also had low external pressure to leave but were highly internally motivated to change to something they liked more. The "Force-Outs" were under great external pressure to shift careers but were not internally motivated to change. Finally, the "Bow-outs" had both high internal and external pressure to change careers.

Thomas (1980) found a number of interesting differences among the characteristics of the four types of career changers. For example, the

"Force-outs" made the most radical career changes, whereas the "Bow-outs" made the least radical changes and indicated the least desire of any of the four types to remain in the same career during the next five years. On the other hand, 82% of the "Opt-outs" indicated that they would want to be doing the same job in five years, suggesting that they were the happiest with their career change.

The four groups also differed significantly regarding their motivations for making career changes. The "Force-out" group was the least motivated by a desire for greater achievement and the least concerned about a close fit between their work and their personal values. The "Bow-out" group was the most influenced by the desire for greater achievement. Finally, all of the "Opt-out" group indicated that they made their career change because they desired to more closely match their personal value system with their career in a significant way.

There were definite patterns among all of the groups except the "Drift-outs" within Thomas' typology. However, the "Force-outs" were the most distinctive group. This is logical, since they had the least control over what happened to them and were not internally motivated to change. In some ways they were "loser types," and shared characteristics with blue collar workers who lose their jobs due to external forces. The "Bow-outs" were also quite distinctive in that they were the most highly educated, most motivated by the desire for achievement, and they made the least radical career changes. This group appears to fit the more conventional business professional who wishes to move ahead by switching jobs when doors are closed in one area. It is also note-worthy that these "Bow-outs" were also the least satisfied with their new careers.

The "Opt-out" type was also a unique group. They were most concerned with congruence in their work and were consequently most satisfied with their work. In addition, most were quite willing to embark on further formal education to facilitate their career change. This group fits the cliche of the successful corporate administrator who "drops out" by his own volition to do something more meaningful with his life.

One characteristic that all groups had in common was that they were generally very favourable to their career change. Sixty-two percent felt that their new career was "very rewarding", another 34% indicated that it was "on the whole favourable" and only 4% said that the switch was "unfavourable." Similarly, most felt that they would likely stay with their new career in the future because of their happiness with it.

These commonalities among middle and upper class professionals and managers are in direct contrast with blue collar workers. Studies cited by Thomas (1980) indicate that blue collar workers often only change jobs because of being laid off or poor health. In addition, the new job is often lower paying and less satisfying, leading to mental and physical deterioration. This data indicates that career changers are not a homogeneous group. Professional and blue collar workers are distinctively different and there are even significant differences among professionals and managers themselves, related to internal versus external pressures to change careers.

Another study conducted by Neapolitan (1980) investigated the factors involved with people in upper level occupations who made voluntary, radical mid-career changes. Through the use of interviews, twenty-five changers were compared with twenty-five non-changers in equivalent occupations. In spite of high status and income, all of the voluntary

changers indicated a dissatisfaction with their first occupation. The source of this dissatisfaction "was a lack of congruence between the person and the rewards of the occupation" (p. 212). The "work orientation" included the people's employment wants and expectations as a reflection of their values and needs.

Consequently, all of the changers felt that their second occupation would be more satisfying because of a better fit with their "work orientation." Neapolitan concludes that "people do not voluntarily change occupations until they perceive a second occupation which they believe is congruent with their work orientation and will provide the satisfaction lacking in their first occupations" (p. 224). Overall, the subjects were drawn to occupations more in line with their personality type.

Two other important conclusions were also reached by Neapolitan. First of all, he found that the greatest obstacles to career change were financial; those least dependent on their income were more likely to change (e.g. dual income couples). Finally, he found that those who changed despite various barriers were those who felt they were in charge of their own destiny and had confidence in themselves.

Another study by Thomas (1979) investigated the factors involved for 73 men between 34 and 54 who had left high status careers. Over one-third of the subjects had changed between the ages of 40-44. Seventy-six percent indicated that they changed to find "more meaningful work" and 69% wished to have a "better fit between values and work." Only 13% wanted more security and 11% felt salary was an important factor. Overall, Thomas felt value change and developmental change was very important to his subjects. In addition, he observed that extensive alterations in society

such as improved income, more tolerance for individualism and a shifting workplace reduce the obstacles to career change in comparison to the past.

**Studies Regarding Motivation for Teacher Career Change**

Although the demographic, technological and psychological factors mentioned previously also relate to teacher career change, a few studies have focussed on the teaching profession exclusively. This next section describes recent research regarding motivation for career change among teachers.

McKinley and Merritt (1985) attempted to identify the factors that contribute to teachers leaving their profession. Utilizing a questionnaire with a sample of 213 school district teachers in Oklahoma, he determined both the intrinsic and extrinsic factors which lead to teacher career change. He defined "intrinsic" motivators or reasons as "those teaching environment factors deemed to be present in the workplace." "Extrinsic" motivators were defined as those factors which attract teachers away from the profession. The teacher career changers felt that the following were the most important motivators for leaving the teaching profession:

1) salaries too low
2) the public's financial support of the total education enterprise is inadequate
3) there is a lack of public recognition for the teaching profession
4) there is not enough time to teach -- to much time is spent on classroom discipline/ interruptions (p. 15)

Extrinsic reasons related to why people left teaching included: 1) movement out of the state, 2) employment in the noneducation sector, and 3) a return to "home-making" full time (p. 10).

A study by Benton (1985) investigated the environmental and individual characteristics of a sample of 1187 subjects that predicted occupational change in two groups of occupations. The first group was "Organizational/Social" and included teaching, nursing and social work. The second group, called "Technological", was represented by computer science, engineering, and accounting. Extrinsic factors were found to be the greatest determinant of persistence for all occupations except teaching. Instead, the intrinsic needs of "quality of life"-and "commitment" were the most important for teachers (p. 33). Benton concluded that,

> It seems that teachers are implementing their high self-concept and strong commitment through their occupational choice. Teaching appears to be a profession in which intrinsic rewards can be achieved, although at the expense of job satisfaction with external factors (p.55).

Fruth (1982) investigated the organizational incentives in secondary school settings that encourage teachers to stay with the profession. Personal interviews were conducted with 30 teachers, 20 former teachers and 10 administrators in a large midwestern city. He found that internalized motivation, administration support, public support and external rewards encourage excellent intrinsically motivated teachers to remain within the teaching profession.

In his work with many teachers leaving the profession, career consultant Leonard Goodman (1982) noted the following common reasons for leaving the education field:

Poor support from administrators
Too much stress
Lack of career growth
Overcrowded classes
Too much need to discipline
Lack of recognition

Budget cuts
Poor equipment
Boredom
Too little teaching
Lack of a suitable reward system
Lack of career promotion opportunities (p. 5)

He notes that these reasons for change are similar to those of other professional groups.

Newman (1980) described transitional periods in a teacher's career and related them to Levinson's adult development stages. He observed that the most stressful transition often occurs after the twentieth year in the classroom, when teachers may reevaluate their lives and personal/professional goals. Newman feels that many teachers experience a crisis similar to Levinson's mid-life transition stage. They attempt to find the value of their accomplishments and find that there has been no upward advancement, no improvement in social status and a levelling of salary. Even the success of their students may appear to be almost intangible. These teachers also recognize the growing generation gap between themselves, the students and even new teachers. Students may appear to have poor attitudes and different ideas regarding behaviour, making discipline more difficult. Many experience a decline in job satisfaction and just stay on for the sake of pension plans (pp. 15-16).

Another comprehensive study by Miller, Taylor and Walker (1982) found that teacher development patterns closely followed those proposed by Levinson and Sheehy (described earlier). Their research consisted of interviews with 56 teachers and questionnaire responses from 383 others regarding career aspirations and job satisfaction. As Levinson's theory predicted, teachers in their twenties were found to be more dissatisfied with their careers than other age groups. The thirties was a "settling in"

period when many dreamed of administrative or supervisory positions. By age forty, many became discouraged with the lack of opportunity, and were re-evaluating their goals and priorities. Many teachers over 45 were resigned to being in the classroom and did not expect to advance. As predicted by Sheehy, female teachers became oriented to their career five years later (age 35) than men and male teachers may shift some of their emphasis to the home and family during mid-life. In general, Miller, Taylor and Walker observed that teachers experience stages of development just as does the general population.

These researchers felt that there are a number of implications of this information for those in school system leadership positions. They suggest that adult development awareness and counselling programs are especially important. They recommend mentorship for those teachers in their twenties and thirties because it tends to be a particularly difficult time for them. For teachers reevaluating their careers during the Mid-life Transition in the late thirties and early forties, educational leaves and transfers may be a method to help teachers rebound at a time when there is only limited likelihood of advancement. These researchers advocate that

> Adopting a developmental perspective may assist a principal in working with teachers at various stages....The value of developmental perspective, then, is not in setting norms by which we stereotype others, but instead in providing a rough road map that outlines possibilities. (p. 59)

Chapman and Hutcheson (1982) probed the differences between teachers who stayed in teaching and those who changed careers. Employing an alumni questionnaire, they asked 690 teachers who had graduated from three universities in Indiana to self-rate 16 skills and

abilities as well as the importance of 11 possible criteria for judging success in the profession. There were significant differences between those who stayed and those who left teaching. The researchers discovered that at all levels,

> People remaining in teaching were characterized as having greater organizational skills (organizing time, developing new approaches, planning and organizing activities). Those leaving teaching were characterized as having greater analytic skills (analyzing and evaluating, interpreting numerical data" (p. 103).

This conforms with Holland's theory which suggests that those who would be most suitable for teaching would be those who enjoy supervising, explaining and organizing. Those most unhappy would likely be investigative types. The researchers also observed that "those who left teaching indicated salary, job autonomy, and, in the case of those leaving elementary teaching, the chance to contribute to important decisions, to be most important" (p. 104).

Chapman (1983) has reviewed the literature regarding influences on teacher retention. He has noted a number of interesting trends:

> The lower the socio-economic class of the teacher's parental family, the more likely the person is to remain in teaching; the higher the socioeconomic status, the more likely the person is to leave teaching...Early frustration may act to discourage teachers from pursuing their careers, both as it leads to direct job dissatisfaction and as it shapes beginning teachers' professional and social patterns that affect retention in more subtle ways...The greater a teacher's involvement in the professional aspect of his or her career and the more social ties that person has to others in the school, the more likely that teacher will remain employed....people who remained in teaching were more oriented toward the recognition and approval of family, close friends, and supervisors than were those who left teaching (p. 44-49).

Chapman observed that there were many inconsistencies regarding teacher studies because of the many incongruous definitions of "attrition".

In a controversial longitudinal study of teachers in North Carolina, Schlechly and Vance (1981) looked at scores on the National Teacher Examination (NTE). Their findings indicated that those teachers who left teaching tended to be the most academically able and those who remained came from the least academically proficient group. Overall, they concluded that "there is a strong negative relationship between measured academic ability and retention in teaching" (p. 110). One limitation of this study may be that the data may is unique to the state of North Carolina because conditions and salaries are poorer there than in other states.

Research has indicated that 90% of teachers who left their profession did so "because they did not want to teach, not because of an unfavourable job market" (Recent College Graduate Survey, 1982). Schlechly and Vance (1983) have observed that researchers have identified many features of schools that discourage those with the highest academic qualifications from remaining in teaching:

> (1) the tendency for all salary increases to come within the first third of a teacher's working life;
> (2) the lack of substantially different career stages *within* the job of classroom teacher;
> (3) the tendency of schools to militate against shared decision-making and problem-centered analytical discussion among adults; and
> (4) the tendency for the informal culture of schools, which reflects an ethos of nurturing and growth, to dominated by a management structure that is punishment-centered and bureaucratic" (p. 478).

They recommend a career and school structure that "promotes excellence, rewards commitment, and encourages continuous growth" (p. 485).

In a Canadian study, Pratt (1984) attempted to discover which factors and selection criteria for admission to teacher education programs would predict success in teaching. He randomly selected 100 subjects from the 333 who had graduated from a one-year post-graduate teacher training program in 1970-71 from an Ontario University and sent them questionnaires in 1974 and 1984. The only predictor of career success in the 1974 study was the pre-admission interview by the faculty. The 1984 study yielded no factors that predicted career survival. He concludes that,

> The survival (and probably the effectiveness) of professionals will depend to an increasing extent as time passes on contextual factors--the quality of institutions in which they work; the expectations of superiors, colleagues, and clients; further training they undertake; life-choices and life-chances....Given that retention and promotion are at present not readily predictable, admissions policies need to be based on a firmly argued rationale which is philosophical rather that empirical" (p. 13).

Caissy (1985), in reviewing the literature, has found that more and more Canadian teachers are leaving the profession and that 71% of teachers in Ontario feel that teacher morale is declining. She notes that there are many causes of low teacher morale. These include the declining status of teachers among the public, the expanding role of schools to cure all of society's ills, the lack of control (i.e., decision-making authority), and lack of support from administrators and the public. In terms of specific reasons why teachers leave the profession, she found that no job security, burnout/ill health and need for a change/retirement were very prominent. Increasing numbers were opting for early retirement in spite of the lack of full pensions.

However, Caissy feels that the outlook for teachers who leave the profession is quite positive since they have many alternatives. Some go on

to other non-classroom positions, still in education. Others find success in industry, government, and community relations as trainers, publishers, sellers, advisers, counsellors, researchers and organizers.

In the study of University of Lethbridge B. Ed. graduates by Greene and Lehti (1984) discussed earlier, it was found that men and women had quite different reasons for leaving the teaching profession. For women, the primary reason was staying home with the family and "no job". For men, the main reasons were "changed job or career", "frustration", and "no advancement". She also found that there was no difference in the academic qualifications of the teachers and the leavers as indicated by their GPA and English competence test scores. In addition, the non-teaching respondents felt that their B.Ed. degree had still been useful to them in their new careers "to provide discipline, thinking skills, or personal relationship skills" (p. 25).

In his review of the literature regarding "dropout" teachers, Haskvitz (1987) noted six major characteristics of teachers who leave their profession:

> Those who did leave were average to above average in teaching ability; Forty percent of them are moonlighting and will usually find the other job provides them with more satisfaction than teaching; They are bored and see no chance for advancement; They have been in the profession about five to seven years; They are experiencing higher levels of emotional exhaustion; they are between the ages of 25 and 34 and usually are analytical and more frequently in non-elementary positions (p. 24)

He feels that good management in school systems is important and that "the administrator who can generate praise, provide challenges, insure that superior teachers are appropriately rewarded, and can install a better,

quicker support system could save the districts literally millions of dollars and provide a better place for learning to take place" (p. 24).

The National Education Association (1987) in surveying its members every five years, has observed a number of changes regarding teachers' attitudes and characteristics. They found that education has changed just as have other areas of our society. For example, there has been a steady decline since 1961 in the number of teachers who "certainly would" or "probably would" become a teacher again if they had a chance. Here are the figures for each of the years the survey was conducted:

| | |
|---|---|
| 1961 | (76.8%) |
| 1966 | (78.0%) |
| 1971 | (74.4%) |
| 1976 | (63.6%) |
| 1981 | (46.4%) |
| 1986 | (49.0%). |

Another 20% of working teachers in 1986 responded that the "chances were about even" for their becoming teachers again.

Another interesting aspect of this major survey was a question asking teachers what *hindered* them most in providing the best service to students. The six most cited hindrances are listed below (1986) with percentages responding:

Heavy workload and extra responsibilities (17.6%)
Incompetent and uncooperative administrators (15.9%)
Discipline and negative attitudes of the public and parents (9.2%)
Lack of funds and decent salaries (8.9%)
Class size (8.1%) (p. 62-63).

These hindrances appear to be consistent over many years.

Breaking new ground, Metropolitan Life and Louis Harris and Associates completed the first national study of teachers who had left by

actually interviewing 500 former teachers and comparing their responses to 1,846 present teachers. Former teachers were located through referrals by random samples of teachers and principals. The group of American teachers was very clear in what dissatisfied them about teaching and encouraged them to leave (1985):

> 1) The main reasons why former teachers left teaching were poor salaries and poor working conditions. Sixty percent of former teachers cite poor salaries as the chief reason. Another 36% name such poor working conditions as too much paperwork, too many non-teaching duties, and lack of input about their jobs. These are the same compelling reasons for leaving teaching mentioned most often by current teachers who are considering leaving teaching.
>
> 2) The more frequently teachers work under stress, the more likely they are to leave the profession. This finding has implications for all teachers, since teachers experience greater stress that most Americans.
>
> 3) Two-thirds of former teachers (64%) say that their professional prestige was worse than they had expected it would be before they began to teach. This finding underscores a theme which pervades the opinions of current teachers: that teachers are not respected as professionals by students, parents, administrators, and society. (p.4-5).

Overall, the group who left teaching was very happy with their career change because of more job satisfaction, less work stress and improved salary:

> 1) Former teachers frequently earn more money than current teachers....The increase in median income is...about a 19% rise in salary for the typical former teacher.
>
> 2) Former teacher's job stress has dropped dramatically since their teaching days have ended. Fifty-seven percent of former teachers recall that, as teachers, they felt great stress on the job several days a week or more. In their new job only 22% of former

teachers say that they experience great stress several days a week or more.

3) Former teachers' job satisfaction has risen sharply after their career change. Ninety-six percent say they are satisfied with their new occupation as a career. This is an increase of nearly 50 percentage points from the 47% of former teachers who say they were satisfied during their teaching days. And it represents higher job satisfaction than that registered by current teachers who remain in the classroom of whom 79% say they are satisfied.

4) As a result of these improvements, an overwhelming majority of former teachers say they are unlikely to return to teaching in the next five years, even though many say they miss teaching. Fifty-eight percent say they miss teaching. But 83% say they are unlikely to return to the classroom, while just 17% say they probably will (p. 4).

This group of former teachers appeared to be quite contented with their newly found careers and it would likely be very difficult to attract them back to the profession.

Although some previous studies of teacher attrition have suggested that the best and most talented educators leave, the Metropolitan study disproves this evidence. Instead, the researchers found other signs of those who are more likely to leave:

1) Comparing indicators of professional quality between current and former teachers shows that all kinds of teachers--from the least qualified to to the most--leave the profession at roughly similar rates.

2) The largest exodus from teaching occurs early in teachers careers.

3) Moonlighting is one of the strongest indicators of a teacher who may leave.

4) Frequent job stress is one of the most important indicators that distinguishes leavers from stayers.

5) Expressed dissatisfaction with teaching as a career is also, not surprisingly, a telltale sign.

6) Former teachers and "likely leavers" are far more likely to believe that the intellectual challenge is better in other occupations.

7) Two-thirds of former teachers are men and seven in ten former teachers taught in secondary schools. In contrast, 71% of current teachers are women and the majority of current teachers work in elementary schools. (pp. 5-6)

Overall, the literature tends to demonstrate that many teachers leave their profession because of intrinsic reasons and adult development factors. However, working conditions appear to be the most important factor. Because of this phenomenon a number of books have appeared in the popular press to assist teachers in their transitions. Alternative Careers for Teachers (Pollack, 1984), When Apples Ain't Enough (Miller & Dickinson, (1980), and Alternative Careers for Teachers (Beard & McGahey, 1983) emphasize self-assessment, occupational research, job search techniques, and resume writing. Teachers in New Careers (Bastress, 1984) contains stories of teachers who have made successful transitions into new careers. Twenty-one former teachers describe their previous teaching experience, the transition process, skills they use in their new career, and advice to potential changers.

# CHAPTER III

## ASSUMPTIONS, RELATED PROGRAMS AND CAREER SITUATIONS OF REGISTRANTS

The purpose of this chapter is to summarize the assumptions of the program, review other career assessment programs and give a compendium of the career situations and expectations of the participants attracted to the workshop.

### Assumptions

The Career Transition Workshop is based on the philosophy that, by drawing upon their own life experience, adults engaged in a profession such as teaching can generate information about themselves, determine the value of this information, make inferences from this information and finally draw useful conclusions regarding their future career direction. In her advice to teachers, Bastress (1984) writes: "If you don"t know what you want to do, it is advisable to develop a better awareness of those things which are important to you such as your interests, skills, and work values including you willingness to risk" (p. 218). Since the result of any decisions will primarily affect the teacher involved, the crucial focus should be self-assessment to generate data. Self-knowledge as a foundation for more satisfying vocational adaptation is an important common denominator throughout career development literature (Johnson, 1953) (Super, 1969) (Holland, 1973). "If you're going to be happy and successful at work, you need to be well matched to the job you do" (Wegmann & Chapman, p. 27).

Most teachers have considerable life experience, are well educated and have reached a high level of maturity. Admittedly, the process of self-

assessment is not easy, but these adults are much more likely to be successful at self-analysis than will a young graduate just entering the workplace. "The greater the degree of accurate self-understanding an individual has, it is assumed, the more likely that person is to make realistic, satisfying educational and career choices" (Herr & Cramer, 1979). Although self-understanding does not guarantee effective decisions, self-knowledge generates career alternatives and provides stability through transition periods.

Another assumption is that a person's life and career are intertwined in many ways and cannot be separated. Work is an important aspect of a teacher's overall life situation, which includes leisure and family activities. Accordingly, workshop activities to help a teacher evaluate his/her personality,values, and interests will have likely have wide implications for that teachers' personal and professional life..

## PROGRAMS FOR CAREER CHANGERS

A variety of career planning programs were reviewed in order to construct a workshop specifically for teachers. Self-assessment is an integral part of the philosophy of many of these programs.

Career Redirections for Adults (1984) was developed by the Education and Work Program of the Northwest Regional Educational Laboratory (NWREL) with funding from the National Institute of Education. Their manual states:

> Career Redirections for Adults (CRA) is a workshop designed to teach adults how to identify and explore their career options. It is designed for the out-of-school adult who has life and work experience and who wants to assess a current career or life situation. Additionally, it helps adults identify alternative career possibilities and use community resources to weigh those possibilities. (p. 1).

The CRA approach grew out of the work the NWREL has been doing to facilitate the transitions from school to work. Their review of adult development literature and labour market statistics, revealed that there was no previous comprehensive approach to career change in a true workshop format. The authors, therefore, developed their own career workshop. They feel their workshop approach is unique and has five important characteristics:

> It involves participants in a problem-solving group process that centers on career choice, by answering the question, "What is the best career for me?"
> It involves participants in a process of self-exploration that centers on defining meaningful or worthwhile work, by answering the question,"What must this career be if I am to be satisfied with it?"
> It draws on the strength and support of all members of a small group of peers to provide useful ideas, information and contacts.
> It provides tools and training for realistic goal setting and action oriented planning.
> It teaches effective ways to bridge the gap between a career goal and the world of work. (p. 1).

The program is approximately twenty-four hours long and has been offered successfully in eight weekly three-hour sessions. The eight units comprise the following: "What Is Important to Me?"; "Interest Assessment: What Do I enjoy?"; "Skill Assessment: What Do I Do Well?"; "The Great leap: From Self-Understanding to Action"; Career Exploration: Comparing the Real and the Ideal"; "Personal Job Readiness: Overcoming Barriers"; "Decision Making: Considering the

Alternatives"; and "Implementation: It's Time for Action". In each section, a "Staff Guide" gives relevant background and procedures and a "Participant Guide" is handed out during the session. In addition, the participants are expected to complete a journal entry at home to reflect on the discussions and activities.

Overall, the CRA program is quite comprehensive in scope and contains many useful group and self-assessment activities geared to a small group of people in a workshop. It is general in nature and is designed to be facilitated by career/life planning professionals in college placement centers, as well as human resource departments in industry and government who are working with adults interested in discovering career alternatives or assessing their current life/work situation.

Another workshop developed by Garfield and Nelson (1983) titled Career Exploration Groups: A Facilitator' Guide has been used with adult university students, high school and junior high school students, Veteran's Administration clientele, and a variety of other groups. It is geared to a group of eight to ten members (to facilitate good group dynamics) and consists of seven to nine hours of activities and discussion. It is recommended that participants complete an interest inventory and a personality/needs assessment before the workshop. The authors feel that prescreening of participants is not necessary and the structure allows a variety of disclosure levels and interactions (p. 3).

Three content areas are covered by the workshop: "Self Now and Self Future"; "Values Clarification and Decision Making"; "Aptitudes, Skills and Motivations"; and "Career Interests and Career information". The overall goal of the Career Exploration Groups is "to assist participants who are undecided about choice of major, career goals, or life plans to initiate

exploration and decision making" (p. 7). Consequently, there are seven primary objectives of this workshop:

1) Participants will become aware of how their interests relate to occupational choices.
2) Participants will become aware of how their values relate to their occupational choices.
3) Participants will be able to differentiate between the expectations of significant others and their own expectations when making career choices
4) Participants will be assisted in assessing their aptitudes and will become aware of how these aptitudes relate to their occupational choices.
5) Participants will acquire decision-making skills necessary for making career choices.
6) Participants will become aware of the possibility of unforeseen variables in life planning, such as personal problems and economic conditions.
7) Participants will become aware of locations and types of career information available to them (p. 7).

Guidelines for facilitators are explained and many worksheets and exercises are provided for participants.

In 1969 Richard Bolles was commissioned by United Ministries in Higher Education to investigate the best system to assist career decision-makers. After sixty thousand miles of travel over two years, Bolles decided that the most comprehensive and systematic process had been developed by John Crystal. Bolles subsequently worked with Crystal to put together What Color is Your Parachute? A Practical Manual for Job-hunters and Career Changers. This manual has been revised extensively over the years and continues to be a best seller which is considered by most career development specialists to be a classic.

As a companion to this guide, Bolles and Crystal (1974) developed another workshop manual for this process which became Where Do I Go From Here With My Life? This practical and systematic manual and can be

utilized in four ways: 1) by trainers of instructors or counsellors in career and life planning, occupational decision-making, and the job-hunt; 2) by instructors working with groups of students of any age; 3) by instructors working with individuals of any age; and, 4) by self-motivated individuals working on their own, without an instructor (p. xiii). If a person follows an appropriate column, the book can be used as a workshop manual, participant manual or an individual self-assessment workbook. If the book is utilized as a course or workshop manual, Bolles recommends that it be taught in sixteen three-hour sessions offered every two weeks.

The primary goal of the course is to help individuals develop a process to assess their own unique accomplishments and to empower them to find meaning, enjoyment and fulfilment in their life and work. Here is Bolles' overview of the course:

> The purpose of the course is to give you a process through which you can determine exactly who you are, and what you have that is of value to yourself and to others; to give you an accurate and honest picture of the world with which you have to cope in order to manage your life fully and without fear; and to help you identify what you want to accomplish with your life; and, how to go about doing this successfully (p. 169).

The course consists of a long series of questions to be answered and discussed with others. Many paths must be explored and decisions must be made to generate goals and directions significant to one's life and career.

A comprehensive career-planning program titled Opening Doors: Keys to Career Planning has been developed by the Career Development and Employment Department of the Government of Alberta. It is geared to adults with at least a Grade Nine reading level who have little familiarity with career-planning techniques. The program consists of nine videotapes,

four pocket-sized participant work booklets and an extensive workshop leader's guide. A supplementary publication titled Job Seekers' Handbook is also utilized. The accompanying Leader's Guide was developed for use by professionals who have little career planning background but who are working with clients in the job search process.

The program is based on the premise that people with effective choosing skills will be able to respond to our changing society in a positive manner. The overall goals of the program are to help participants to:

> -realize that they have lifestyle/career choices and can exert some control over their future
> -be aware that there is a rational, systematic way to make career decisions
> -understand that career development is lifelong and the same career planning/job-seeking methods can be used with each new career decision (p. 1)

The program consists of eight three-hour sessions with the following titles: 1) "Introduction to Career Planning" (optional); 2) "Career Planning Steps"; 3) "Group GATB Testing" (optional); 4) "Self-information"; 5) "Generating Options" (optional); 6) "Researching Options"; 7) "Information Interviewing and Deciding"; 8) "Turning Dreams into Reality" . The following six-step career planning model is utilized:

**Self-Assessment ➨ Generating Options ➨ Researching Options ➨ Decision Making ➨ Action Planning ➨ Career Goal** (p. 32).

The Workshop Leaders' Guide is particularly useful for the first-time workshop facilitator. In addition to background material, objectives and activities for all the sessions, there is a great deal of helpful information regarding setting up a workshop, facilities and equipment, workshop

design, participant recruitment and other useful career-planning tools and materials.

Another excellent program, titled Build Your Rainbow, is based on the workshops conducted by Hopson and Scally (1984) of Lifeskills Associates. This "do-it-yourself" workbook is the first book in a series called Lifeskills for Adults and consists of 40 exercises to answer the following questions: "Who am I?" "Where am I now?" "How satisfied am I?" "What changes do I want?" "How do I make them happen?" and "What if it doesn't work out?" The overall goal of the program is self-empowerment, as it helps readers discover their work preferences, interests, transferable skills, and career patterns. In addition, numerous exercises help readers generate career objectives and action plans. Finally, the readers are encouraged to match their own personal profiles with jobs and educational programs according to an original system developed by the authors.

In addition to the various formal workshops that have been developed, many self-help books have been written written to assist people with career change and self-assessment. These books typically have paper and pencil exercises designed to help the reader develop self-knowledge, set personal and career goals, and research the job market. The writer has found many of them very useful in the development of the Career Transition Workshop. Some examples are the following: Bridges to Success (Austin & Vines, 1983); The Right Place at the Right Time (Wegmann & Chapman, (1987); Planning Your Career Change (Banning & Friday, 1987); The Big Switch (Jones, 1980); Charting Your Goals (Dahl & Sykes, 1987); Career Strategies (Souerwine, 1978), How to Choose, Change, Advance Your Career (Lewis & Lewis, 1983), How to Switch Careers (Weinstein, 1985); Mid-Life Careers (Brodey, 1983); Career Knockouts: How to Fight Back (Kennedy, 1980); Are

You in the Right Job? (Boulgarides, Fischer & Gjelten, 1984); Finding the Right Job at Mid-life (Allen & Gorkin, 1985); Questers: Dare To Change Your Job and Your Life ( Kanchier, 1987); Career Management and Survival in the Workplace (London & Mone, 1987). The books directed at teachers cited earlier are equally helpful.

Similarly, there have been a number of recent books directed at counsellors and human resource personnel who work with clients and staff in career development. The following have been most useful: Managing the New Careerists (Derr, 1988); Career Counselling: A Psychological Approach (Yost & Corbishley, 1987); Counselling Adults in Transition (Schlossberg, 1984)

## Career Development Program Evaluation

Although all of the programs mentioned are well organized and appear to be very effective, it has been difficult to evaluate them in a formal way for research purposes. Bonet (1979) found that even when a measurement instrument is found, it is often inappropriate for the task of career program evaluation:

> The relationship between career education objectives and content of tests or other measurement tools chosen for measuring their attainment is often obscure, usually resulting in disappointing evaluation results which are unjustly interpreted as evidence of the program's ineffectiveness. (p. 85)

However, Wasserman (1982) has reviewed the literature regarding career education program evaluation and found that there are few adequate instruments available for use by researchers. He concludes that,

> Measurement of career development is a continuing problem. Career development can involve a large variety of attitudes, skills, and behaviors, and it is generally agreed that it takes time....No measures have found universal acceptance, and non-standardized or experimental instruments have been widely used.
>
> (p. 41)

Further research is necessary to comprehensively examine the effectiveness of various career development programs that are available to people in career transition.

**Career Situation and Expectations of Participants**

This section describes the expectations and career situations of the participants who were attracted to the two-day Career Transition Workshop. Statements from the participants were gathered before the workshops (from pre-registration forms).

The participants freely chose to attend the workshops during a weekend or summer holiday. Though most participants generally paid their own way, the participants on LTD discovered that they could be reimbursed by their insurance plan after they registered . Brochures distributed in schools advertised the workshops to teachers. The LTD teachers also received brochures with their monthly check. In addition, many participants heard about the workshop through word of mouth from previous participants.

In many respects, the comments of the teachers who were attracted to the workshop resembled those reasons given for leaving the profession by

former teachers questioned in the aforementioned Metropolitan Life survey. The sole exception was one participant mentioned "poor salary" as a serious concern; however, this is expected since salaries are comparatively better in Canada than in United States. Significantly, many of the participants at the Career Transition Workshop who mentioned poor working conditions as a serious concern.

Stress, "burnout", and the pressures of teaching were factors causing teachers to question whether they should stay in the profession. Eventually, over the years some teachers became worn out:

> "After 18 years of teaching (from Gr 1 to 9. I am finding myself burning out and I need to confirm my needs, direction and strengths in order to decide where I want my career to head now."
>
> "Sixteen years of mainly Junior High...leaves me burned out. I am unsure as to where I would like to spend the rest of my vocational life. I feel that my only qualification is to teach, but have not been successful at that the last two years. This workshop should help me to assess career aspirations." (LTD)
>
> "I enjoy the community atmosphere of the school and like working with people. However, I am currently thinking of leaving the teaching profession; the demands made on my time in the evening are great, and I feel burnt out. I am thinking of retraining or of getting a different job."
>
> "I really like teaching but I just can't handle the intense atmosphere of the classroom...Is there a career out there for me?" (LTD)
>
> "The course load, preparation and evaluation, is **HEAVY**."
>
> "I find that I am short of energy and efficiency...I need direction in finding a career outside of the classroom."

Although the teachers may have still enjoyed many aspects of their occupation, eventually the stress overwhelmed them:

> "For the most part my teaching experience has been very positive and rewarding yet, at times very stressful."
>
> "I enjoy teaching at times when things go well. I am frustrated often with limiting the work and meeting deadlines and a seeming lack of a personal life."

> "I enjoy the community atmosphere of the school and like working with people. However, I am currently thinking of leaving the teaching profession; the demands made on my time in the evening are great, and I feel burnt out. I am thinking of retraining or of getting a different job."

For teachers on Long Term disability, stress clearly hindered their return to the classroom:

> "I am currently on disability, having burnt out... I did not have the courage to return to my job. At the present I still do not feel ready to return to the hassles, workload, stress, and disciplining of teaching." (LTD)

> "I have been on LTD for some time and I am not completely sure I will be fit to return...If I am, I would like a part-time position -- or to use my skills elsewhere in a less stressful area (other than a classroom)." (LTD)

One source of stress for the teachers was the reality of discipline problems in the classroom:

> Finally this year I have begun to spend less time on school work and am looking forward to an 'easier' year in this regard next year. I am very unsatisfied though with the seemingly increasing amount of time that needs to be spent on discipline each year. I'm frustrated in that I don't have an extensive background in counselling yet I'm expected to do more and more of it. The teacher's role seems to be including more and more of the traditional parental duties and if that trend continues, I feel that I chose to enter the profession for the wrong reasons."

Overall, stress and "burnout" were very common themes in the written comments made by the teachers on the registration forms.

A number of bureaucratic concerns were expressed by some of the participants. They were dissatisfied with the "system" and its administration:

> "I dislike my assignment and feel disheartened by the lack of caring on the part of the administration."

> "I had not taught ___ for eight years and the...assignment turned out to be disastrous. This year...I found the adjustment very heavy and time consuming...mostly a depressing situation and my credibility is virtually down to nil. My energy and enthusiasm are gone and I feel very depressed."

> "I am very much enjoying being in the classroom. I like the greatest majority of my students. I am very comfortable with my subject areas. However, I have lost patience with everything else -- the bureaucracy, administration, societal expectations/demands, etc."

> "I have a difficult time envisioning myself teaching French very much longer. I find my present position very stressful (more so dealing with adults than with the kids i.e. administration) which in turn is affecting my health."

Two of the participants mentioned that being declared "surplus" and then being placed in a setting inappropriate to their background and strengths was particularly unsettling:

> "At present I am on long term disability....I have been partially retrained...in elementary education after being declared surplus...I obtained the position of elementary teacher and the experience was a total disaster....I need to know if I can be retrained so I feel this could be a very valuable workshop. I am very worried about attempting elementary again at a different school." (LTD)

> "Currently on disability related to depression caused by school situation and personal family and relationship problems. I was happily teaching in a school, was declared surplus I appealed twice but was moved to __ and was unable to cope. I now have no desire to teach in a classroom setting."

Some participants were dissatisfied with their jobs because of boredom and lack of opportunity for growth:

> "Current assignment requires a lot of energy to motivate kids. Impatience and frustration take over as my energy supply runs low. Dealing with the same types of students and curriculum from year can be boring and tedious."

> "When I entered the profession I felt I could expand and grow professionally over the hears...I feel thwarted in my efforts and powerless to do anything....If I cannot grow in my chosen career then should I be in this career? I would hate to give up something I love and have devoted so much time and energy to, but I don't know what to do."

Many of the participants actually cited a combination of many factors related to their working conditions that caused them to consider movement into another profession. They hoped the workshop would help them begin a process to lead them out of teaching and into a new more fulfilling career:

"I have became frustrated, bored and disillusioned with teaching. I have been occupying a very lonely and high pressure position as the only teacher in the _____ program and in consequence I feel exhausted, completely burnt out and unappreciated. I'm tired of the abuse, the pressure, and the increasing demands being placed on teachers for little or no compensation. Most of all I have always felt underemployed as a teacher, and I'm anxious to go on and meet new challenges that will be more rewarding. both spiritually and monetarily. I hope to discover more about myself at the workshop, and to learn how to seek out new opportunities. I feel really trapped!"

"I have been in the classroom for 15 years... I am wondering if it is time for a career change. In working with today's students I have become very disillusioned with their lack of interest and responsibility. There seems to be little support from parents and the home. We have been rendered almost powerless in our handling of discipline. The school has become a dumping ground for all the social ills of society and we are supposed to take care of these problems as well. The so called 'normal' child is almost an exception in our classrooms today. Hopefully this workshop will help me to see if I can "survive successfully' another twenty years. Perhaps it can steer me in some new directions.

Although many participants were upset with their working conditions, most were also attracted to the workshop because of the self-assessment aspect. They were interested in knowing themselves better at their particular crossroad in life:

"I hope the workshop can guide me towards getting know myself better so that I can better make decisions as to career, personal relationships etc. and the "risk" carrying them out."

"I've been teaching for 10 years. I'd like to examine what I've accomplished, where I am at present in my career and where I might like to go in the future."

"I'm most interested in learning whether I can indeed, assume control over my life. I am also interested in assessing my present situation -- personally and professionally -- and finding possible avenues through which I can again, become productive." (LTD)

"Not sure I want to teach any more. I would like to determine if I have any choices available to me."

"I wish to evaluate my present situation and future opportunities."

In addition, many expressed a need for change and growth after having experienced very little variety in their work for many years:

"I would like to change careers using any transferable skills that I have acquired...I would like a change and I would like to experience a different line of work."

> "I have been in the classroom for 25 years...I have grown weary...I am now looking for something totally new and have considered leaving teaching."
>
> "I am looking to start working towards a change within the next 10 years possibility through additional university courses but, I'm not sure what direction to focus my energies. I want to set up long term and even short term goals now so that I have a few years to pull the pieces together."

Although many participants mentioned that they were questioning the state of their lives (as would be expected from adult development literature), three of them stated specifically that they might be going through a mid-life transition. One stated, "I am in or rather entering a mid-life transition and I need to make some decisions." Another expressed these expectations of the workshop: "To examine normal adult development would help to determine whether I'm suffering from a mid-life crisis." A counsellor hoped the workshop would benefit herself and some of her adult clients:

> I am in or rather entering a mid-life transition and I need to make some decisions. Your workshop seems like a good opportunity to get some info, feedback, input from others plus direction. This will also have some positive spin off at work with my clients." (counsellor)

Describing their personal situations, many participants indicated that they were questioning and re-evaluating their life and career situations:

> "I feel that I need to take a year off to see what other career opportunities are available for me. I enjoy teaching, however, feel that I need a change of pace to explore other areas and see what other talents I have."
>
> "While I like working with children, and for the most part enjoy my job, there have been major changes in my personal life which prompt me to at least question my career at ___ ."
>
> "I am not sure that I desire to remain a classroom teacher but do not see many options open for myself."
>
> "I view this workshop as a way of evaluating where I am now in my career. Although I feel successful as a teacher., I have always felt frustrated by the expectations of society for teachers and the 'realities' of the classroom. I view this workshop as an opportunity to reflect on my choice of career and to plan for the future."

"I have taught 8 years and am noticing reluctance to put in all those after hours that are necessary. Wish to try to focus on what I'd like to try next -- I only know what I don't want to try. Create a plan (however tentative) for next 5 years to ready myself for career change -- it that's what I want. It will be then or never."

"I feel that I'm at the point where I need to decide a) am I going to continue or b) is it now time to change. I am confused and do not have a clear understanding of personal and career goals".

"For the most part my teaching experience has been very positive and rewarding yet, at times very stressful. As one's life changes a great deal over a period of time I wish to examine the expectations and demands that have been placed on teachers and the profession by society. I still enjoy teaching but feel that I have reached a point in my career where it is necessary to re-evaluate my choice of careers and explore other alternatives which may lie on the horizon."

"My current situation is that I want to confirm if I should stay in the teaching profession or not. Presently, I do want a change from my present teaching position. My expectations are to find out what my strengths and weaknesses are (psychologically). Furthermore, to become aware of what other careers there are that might be more appealing to me than teaching."

"After four years of University, I went right into my present career. I will soon have been at the same school for ten years. While I am happy with my career, I have sacrificed my personal life for it. As the saying goes, 'I am not getting any younger' and I am still single. After 10 years I am ready for a change or leave of absence. I want to get my personal life in order. If I stopped teaching, I do not really have other burning career interests. I'm stuck. Help!"

Some of the participants expressed a need to "stretch" in new directions:

"Work is satisfying and I feel successful but not challenged to use my full potential. During the first 12 years of teaching I taught a variety of subjects - J.H. - did well there too. Workshop expectations -- I would like to work for 10-12 years longer -- I am aware of my attributes and limitations -- but I would like to discover other career possibilities where I can use strengths to my advantage in areas where I would be stimulated -- excited in my other areas of interest and expertise...I...need a job less stressful -- mentally and physically than classroom teaching. I am very academically inclined with no children -- career is very important to me."

"Although I am successful and enjoy my teaching challenge, I want to know what options are open to me for professional growth in and out of teaching. I have always believed that is healthy to do different things with your life. I know that the amount of time I have dedicated to the job has been disproportion this school year (I'm keeping track of my school related hours of work) and I want to think about other possibilities for employment that would be fulfilling to me as a person and also accommodate my family needs. I have been thinking of this type of focus for a workshop for some time -- time to define, assess and plan for what is ahead if something new or find a recommitment or better way to work at teaching."

One of the realities of teaching is that most teachers have to remain in the classroom because of lack of opportunity to enter administrative positions. Some skilled teachers may become frustrated by this lack of mobility. However, not all teachers wish to become administrators. Some of the participants had considered but rejected the possibility of administration:

> "The job is no longer fun, however I now appreciate a pay cheque more than ever. I do not consider school administration an alternative, I do not consider another school an alternative....My expectation is to learn if classroom teaching can lead to any other occupation (excluding sales)."
>
> "I would like to know where else I can head towards (i.e. Career Path) other than administration. The classroom provides rewarding and interesting life experiences but I'm not sure I can do it nor want to do it for 21 more years. I'm hoping the workshop will give more insight into what I can achieved, point out future areas of growth to possibly focus in on, and if necessary to tell me what skills I should develop in order to enhance my chances of going beyond my present situation."
>
> "I seem to be in a quandary as to whether I wish to climb the administrative career ladder (I quake at the thought of a principalship yet am unfulfilled as V.P.), to back to teaching or just see the world teaching as I go. I expect the workshop to help me to ask myself the right questions so that I can figure out what is really best for my daughters and me."
>
> "My principal has encouraged me to apply for an assistant principalship. However, I'm not sure that is the direction I want to take. My expectation for this workshop is too be able to identify my strengths and weaknesses in terms of a career. Hopefully I'll be able to identify some suitable alternative careers to teaching. Or, at least confirm whether an assistant principalship is a viable option."

Many of the participants indicated that they were looking forward to sharing the self-assessment process with other *teachers* from many different settings. This anticipation is reflected in the expectation statements written on the registration form. Participants wrote, "I look forward to a workshop with teachers" and "(I'm) looking for some kind of sharing of experiences with other teachers, a perspective on transfering my skills to other fields -- not necessarily in education."

Of great significance to one of the participants was a poor evaluation:

> "In limbo right now. Evaluated this year and the class was very disrespectful and disruptive. The evaluator recommended termination. I don't know what will happen now. I'll probably get a little more time. I am considering what I can do now. I would like to know what other occupations I would be suitable for and could do. I need ego boosting."

Overall, many of the teachers were disturbed by the reality of their working conditions and expressed job dissatisfaction to the point of considering alternate careers. In addition, many were influenced by internal factors such as a need for a change and growth. The most common trait shared by almost all the participants was the need for extensive self-assessment, whatever their career and life situation.

# CHAPTER IV

## DESIGN OF THE PROGRAM

### Background

Four necessary components comprise a sound career strategy: self-assessment, investigation of social and career trends, research of specific occupational information, and job search techniques. This workshop addresses the most important and most basic component: that of self-assessment. The workshop grew out of the realization that teachers as a group are interested in evaluating their career situation; as many as a third of them are considering career change. A program directed specifically at teachers was deemed to be necessary.

### *Target group*

This workshop is designed for all teachers who wish to re-evaluate/re-affirm their career choice; desires to assess their current career situation; hope to discover more about their needs values, interests, personal traits and transferable skills; need assistance in a career transition; or, are considering a career change. This includes the average teacher in mid-career still in the classroom as well as teachers who, due to the stresses of teaching, are supported by Long Term Disability programs and are looking at the possibility of occupational change. It is also directed at teachers considering early retirement from teaching but who would like to engage in a different kind of meaningful work.

***Length of program and size of group***

The two-day workshop (six hours each day) consists of a variety of activities and mini presentations. The number of participants should be relatively small to allow time for open discussion and individual attention to participants by the workshop leader. The initial program was developed for the Edmonton Public School Board as a result of an invitation by the Personnel Department (Dr. Hillyard). It was first conducted over two days in July 1988 for 19 teachers with the Board. The workshop was offered as part of the Summer Inservice program and participants were not charged a fee.

Encouraged and partially sponsored by The Alberta School Employee Plan (A.S.E.B.P.), the workshop was again held in February, 1989, this time in a hotel setting; participants were charged a registration fee. Twenty-one teachers attended. Because the workshop was oversubscribed, a second session was held in March to accommodate the overflow; seventeen teachers from Edmonton and the surrounding area attended. Subsequently, four sessions were held on weekends in May and during the first week in July (two in Edmonton and two in Calgary).

***Location and Ambience***

Although the first workshop was held in the Edmonton Public School Board central office, all the other sessions were held in the conference facilities of hotels. The advantage of holding the workshop away from a teacher's typical work setting is that participants are released from everyday distractions. A large area was utilized to allow for both large group activity and small group discussions. The best setting proved to be a large hotel conference room with a comfortable lounge area on the side for

coffee and individual contemplation. Some participants suggested a country setting for a future session.

***Advertising***

The workshops were advertised via brochures which were sent either to individual schools or to the central office of school boards in or near Edmonton and Calgary. In addition, A.S.E.B.P. sent brochures to LTD claimants whom they felt might benefit from the workshop.

**Career Transition Workshop**

***Goals and Objectives***

The primary goal of The Career Transition workshop is to assist teachers in career transition to comprehensively assess their careers and lives in a positive and supportive atmosphere so that they better understand themselves and can plan for the future. In addition, the key aims and objectives of the workshop include the following:

1) to assist the teacher participants to understand their personal needs, values, interests, lifestyles and personalities
2) to examine normal adult development factors and how they relate to life transitions and life planning
3) to help the participants to discover more about who they are, where they are now, and what changes they wish to make in their lives and careers
4) to help the participants manage their careers/lives and to bring about a sense of equilibrium between their career goals and other life aspects

5) to increase their expertise in career and life planning through a structured format
6) to help participants identify their transferable skills useful in alternative occupations
7) to provide support from peers during the self-assessment process and to help them develop confidence

## Overview and Format

### *Preworkshop assignments*

After the participants register for the workshop, they are sent a package of materials with a request to execute three assignments:

1) Complete and return the Myers Briggs Interest Inventory
2) Complete and return the Strong Campbell Interest Inventory
3) Give a copy of a "Perception Check" to six supervisors, colleagues, or acquaintances. This form consists of a list of personal traits. The person who completes the form is asked to check only the personal characteristics he/she feels describe the participant and then mail it anonymously back to the workshop leader who distributes it later at the workshop.

### *Agenda*

The following is an approximation of the time generally required to complete each topic. The workshop could be completed during a consecutive two-day period (9 a.m - 4 p.m. - with an hour for lunch and

two short coffee breaks); alternatively, it could be held over four three-hour evening sessions.

| Topic | Time (min) |
|---|---|
| Introduction and Orientation | 20 |
| Warm up Activity | 20 |
| Self-empowerment | 30 |
| Career and Life Planning Overview | 25 |
| Your Life and Career Situation | 20 |
| Your Lifeline | 45 |
| Time Chart (optional) | |
| Values Clarification | 60 |
| Personality Assessment | 90 |
| Interest Inventory | 75 |
| Former Teacher Presentations | 60 |
| Teacher Transferable Skill Assessment | 90 |
| Putting It all Together | 60 |
| Evaluation | 15 |

***Introduction and Orientation***

The facilitator begins this activity by discussing his interest and background in career assessment and development. A description of the rationale and need for a workshop of this type is then given.

**Major points:**

-presentation at the Greater Edmonton Teachers Convention titled "Mid-life career Change among Teachers" drew over 700 teachers

-many teachers seem to be questioning their situation at mid-life

-many teachers are suffering from stress and more are going on Long Term Disability due to this stress

***Warm up activity***

Participants are asked to complete a profile of themselves, indicating their name, favourite food, year and make of their car, favourite song, goals in life, the furthest places they have visited, and similar personal information. The facilitator then shares his answers with the group and each participant in turn does the same. This activity serves as an "icebreaker" and often produces some humour to create a relaxed, informal setting and a sense of community.

***Self-Empowerment***

In this section a brief presentation is made by the facilitator regarding the importance of a winning attitude and taking charge of one's life.

**Background**

-there comes a time in our live to examine where we have been, where we are now, and where we are going
-We may be dissatisfied with our career and life situation but too often we put off any analysis and change possibilities
-we blame others for our situations (i.e., our employers, our finances, our backgrounds, our families), rather than taking responsibility for our own lives
-we tend to develop this habit in life and if we are not careful lives go by and we do not take charge of our life
-at the end of our lives it would be more satisfying to look back and be glad about the paths we followed, the risks we took, the career we pursued

**Self empowerment** means being able to:

-function with the belief that we are open to and able to change;
-have the skills to change some aspects of ourselves and the world in which we live;
-use our feelings to recognize where there is a discrepancy between the way things are and the way we would like them to be;
-specify desired outcomes and the action steps required to achieve them;

-act - to implement our action plans;
-live each day being aware of our power to assess, review, influence and direct ourselves;
-help others to become more self-empowered
(Hopson & Scally, 1984, p. 9)

***Career and Life Planning Overview***

For this section, the facilitator discusses the four components of career "strategizing": self-assessment, investigation of social and career trends, research of specific occupational information, and job search techniques. Thorough self-assessment is only one aspect of career planning. In addition, an overview of the workshop is given with a brief description of the importance of each self-assessment topic:

Your Career and Life Situation
Adult Development Factors
Values Clarification
Personality Assessment
Interest Inventory
Teacher Transferable Skills Investigation
Putting it all together
Setting goals

***Your Career and Life Situation***

At this time the participants complete exercises designed to help them understand themselves better. They are first asked to write about or draw a self-portrait of themselves. Secondly, they are asked to list the basic reasons why they work; these reasons are shared with the group to demonstrate that work and career have different meanings, even for people who work in a similar occupation such as teaching.

One of the main focuses of the workshop is to build self-esteem among the participants. Therefore, rather than stressing the negative aspects of teaching, the facilitator's role is to emphasize "positives" in their

lives. The participants are first asked to complete in writing the following statements: "At my paid work I am good at...." and "In My life I am good at...." The participants then pair off in dyads and are asked to spend three or four minutes each to describe these strengths to the other person without interruption and with full eye contact.

Next, each participant writes about their "most fantastic occasion" in his/her life. These "occasions" are shared with the entire group led by the facilitator. The purpose of this activity is to generate good feelings within the individual and discover that analyzing these enjoyable situations can produce more of them in the workplace and their personal life.

***Starting Point***

It is important that all the participants be able to clearly articulate their own current career situation. In this exercise, the participants receive a chart that lists reasons teachers give for attending a workshop about career and life assessment. They are instructed to complete the chart and to share with the group their own reasons for attending and their expectations of the workshop.

***Your Lifeline***

For this activity, participants are given a large piece of blank paper and are asked to think about their career and life paths since high school (with emphasis on their teaching career). The facilitator then models this activity by describing his own life and career path. It is emphasized that every person's life is unique and interesting. The participants are then instructed to draw a line on the large sheet of paper that shows their own path over time. This line may take the form of hills and valleys, a spiral, a

seismograph line, curve or any other form that dramatically delineates their life.

Now, participants list significant events in their lives and careers, and plot them at the appropriate point on the line. Also, participants are instructed to use symbols to demonstrate whether the critical events were self-initiated (S) or forced by outside circumstances (C). They should also indicate if a critical decision was made (D), whether the event was a positive (+) or negative (-) experience and if a risk (R) was involved.

After the solitary exercise, the participants pair off with one other different person and take 10 minutes (each) to review their career and life, utilizing the chart as a guide.

***Time Chart*** (optional)

It is often illuminating to discover how people spend their time. This optional exercise is to be completed during a week either before or after the workshop. The participants are given a time chart on which to record all their activities over the course of each day. At the end of one week, they plot the amount of time spent in various life roles such as teacher, parent, child, volunteer, cook, exerciser, reader, spouse and adviser.

The purpose of this exercise is to help participants determine whether they wish to continue to spend the same proportion of time in their various life roles. Teachers, for example, are notorious for letting their jobs consume a large portion of their days.

***Adult Development Factors***

This section is designed to demonstrate that adults change and develop throughout their lives, and that developmental stages and transitions can influence their job satisfaction and need for career change.

As an introduction to this section, participants are asked to complete the exercise "The Ages of Me" (Kastenbaum, 1979), which demonstrates that people often feel a different age than their actual chronological age. The participants are asked to complete sentences, giving ages for how they believe others see them, how old they physically feel, and their positions in society. Then, in the large group they discuss how our society regards aging.

The facilitator than gives an overview of the adult life stages and tasks as conceptualized by Danial Levinson and Gail Sheehy. In order to process this material, the participants then are divided into trios, given written summaries of the life stages, and asked to apply this adult development material to their own life and career. They are asked to confirm whether they are "typical" of others their age. At the end of this session, a brief discussion is held to compare men's and women's life stages, utilizing material in Gail Sheehy's book Passages (1976).

***Values Clarification***

The objective of this section is to help participants identify their values more clearly and to demonstrate that values tend to influence or "pull" them toward occupational choices.

The facilitator first introduces the topic of values through a short discussion of the relationship of values to career choice.

**Background**

- ineffective career "strategizing" begins by looking a "What's out There"
- the best direction is an internal one
- the goals necessary for a career strategy when changing careers often come from our values

**Why explore our values?**

- values pull us forward and guide us
- values are inherent in our choices, actions, and opinions
- our lifestyle is based on our values
- our values pull us toward certain careers, e.g. doing social work vs selling real estate
- serious problems result if our values are incompatible with our employers
- a conflicting set of values is one of the main sources of the generation gap
- work satisfaction often indicates satisfied work values
- our values help us to identify personally rewarding work (if we know what we are looking for, we are more likely to find it)
- Any work choice decisions must recognize and integrate values
- order of priority of the values is important in this process

For the values clarification activity, participants clear a large area on their table in front of them. Each participant is given a stack of cards with the name and description of common values held by people -- values such as "security", "recognition", "helping society", and "variety". Participants are then asked to categorize their value cards in rows titled "Very Important", "Important" and "Not Important". The values cards are also categorized in order of priority within each row.

The "Very Important" values are then transferred to a worksheet and numbered from 1 - 10 according to how much each value is satisfied through teaching. A 10 indicates great satisfaction, and lower numbers indicate progressively less satisfaction. The participants are asked to consider two other desired job possibilities and repeat the process with them. Finally, using a system of multipliers, the participant compares the

three occupations. The potential for congruence of values is determined by the size of the total for each.

A motto usually designed to reflect the values and goals of a person or organization. For a final activity in the values section, the facilitator discusses mottos and displays examples on a transparency. The participants are then asked to construct a short motto representing their values and goals. After the facilitator shares his motto with the group participants also share their mottos.

***Personality Assessment***

The Myers Briggs Type indicator has been used for career planning purposes for many years; consequently, a great deal of occupational data has been gathered. It was chosen for the workshop because of its positive nature and the emphasis on people's "gifts" and strengths.

The MBTI is based on of Carl Jung's study of psychologically healthy individuals. The inventory focuses on 16 different personality types by identifying the way they assimilate information, make decisions, and orientate their lives. Data gathered over forty years has demonstrated that certain personality types are attracted to particular work situations. As the MBTI manual (Myers & McCaulley, 1985) states: "The basic assumption when using the MBTI in career counselling is that one of the most important motivations for career choice is a desire for work that is intrinsically interesting and satisfying and that will permit use of preferred functions and attitudes, with relatively little need for using less-preferred processes" (p.77).

Prior to the workshop, participants are asked to complete the MBTI and Strong Campbell Interest inventories and return them to the facilitor a

week before the workshop. The MBTI is either computer-scored or hand-scored and an individualized 20-page report is generated with the INSIGHT (Robards, 1986) computerized word processing program. At the workshop, a full description of the MBTI is presented; then each participant is given his/her individual report to read in a private corner of the room. The large group is then divided into smaller groups of three, and participants are asked to share their results, with the facilitator assisting as required. An alternative method is to divide the group according to type.

After 20 minutes, the group reconvenes and general questions are addressed. Handouts and transparencies further explain the MBTI and match personality types to occupational choices. All participants are given a copy of the 32-page booklet Introduction to Type. As well, the resource book Using the Myers-Briggs Type Indicator in Organizations (Hirsh, 1985) is very useful. Each participant can also refer to occupational tables at the end of the MBTI manual for other occupations which match their general type.

***Interest Inventory***

Everyone has distinctive interest traits that can be suitable for certain occupations. Therefore, occupational analysts have determined that those individuals happiest in an occupation usually have traits which match their work.

The Strong-Campbell Interest Inventory is an objective inventory that matches people's interests with people in various occupations and work environments. It helps career changers to narrow down the thousands of possible occupations that might be considered by career changers. Brought

to light are some occupations that might not have been considered because of prior lack of information about that occupation.

The Strong-Campbell Interest Inventory incorporates the ideas of John Holland who matched six types of work environments with six personality types identified by their interests. These six personality types were as follows:

> REALISTIC - characterized by preferences for activities involving the ordered or systematic manipulation of objects, tools, and machines
> INVESTIGATIVE - characterized by preferences for activities involving creative investigation of physical, biological and cultural phenomena
> ARTISTIC: - characterized by preferences for unstructured activities involving manipulation of materials to create new art forms
> SOCIAL - characterized by preferences for activities involving other people to inform, train, develop, and cure
> ENTERPRISING - characterized by preferences for activities involving other people to attain organizational goals or economic gains
> CONVENTIONAL - characterized by preferences for activities involving ordered and systematic manipulation of data-records, machines, organizing written and numerical data to attain organizational or economic goals (Holland, 1973, pp. 14-18)

The Strong-Campbell Interest Inventory is also completed before the workshop and is computer-scored to generate a comprehensive report based on the individual's score on six general interest themes, 23 basic interest scales and 207 specific occupation scales. At the workshop, Holland's ideas are discussed by the facilitator and each section of the results is explained as the participants peruse their own reports. Handouts and transparencies are utilized from the resource book by Hirsh (1986).

It is important that participants understand the difference between "interests" and "aptitudes". Whereas interests refer to personal likes or dislikes, aptitudes refer to specific abilities required to be successful in an occupation. Although interests are often very important for success in an occupation, it is also necessary that the person have the basic abilities required; though the two factors are often related, they represent two distinctive domains.

It is also worthwhile to ensure that participants understand the purpose of the inventory, which is to generate options, not to steer them into particular occupations. Other factors to consider include abilities, temperaments, salary, educational level, further training, necessary skills, as well as working conditions and location.

At this point, the participants complete a copy of the "Perception Check" (described earlier) to check off what they feel are their personal characteristics. The returned copies from their colleagues, supervisors, and acquaintances are then given to them and the participants taliy the results to find patterns. Finally, they are given another copy of the "Perception Check" with Holland Codes identified as a further confirmation of their personality patterns.

***Former Teacher Presentations***

The writer has noted that many teachers who are dissatisfied with their work feel they have no options. A comment often heard is, "All I can do is teach." The purpose of this activity is to demonstrate that teachers can be successful in other occupations.

For this activity, a panel of one to three former teachers is invited to discuss their transition out of teaching into another field. They address the following issues and questions:

Describe your former teaching career.
Why did you leave teaching?
What was your transition like (emotions, effect on their family, etcetera)
What is your new career and how successful was the change?
Which of your teaching skills transferred to the new job?
How happy are you about the change?
What do you miss about teaching?

At the end of the panel discussion, the participants are invited to ask the former teachers specific questions.

Previous panel members have represented the following occupations: book publisher, director of educational programs for ADAAC, restaurant owner/manager, insurance agent and financial planner, director of a university career and placement service, muffin franchise owner and stock broker. These speakers inspired participants by providing models for success.

***Teacher Transferable Skills Investigation***

This activity is designed for participants to assess their transferable skills. The writer has noted that teachers often have difficulty appraising their skills and are unfamiliar with the terminology in skills discussions. In addition to providing self-knowledge, skill descriptions are often useful in writing resumes.

The facilitator begins with a general discussion of skills.

**Background**
•everyone has skills

- many of us have problems identifying and classifying them
- our work satisfactions are proportionally related to the degree we can utilize our preferred work skills
- two types of skills are job content skills and functional/transferable skills
- functional/transferable skills
  - -can be utilized in many different situations and jobs
  - -can be widely applied and are versatile
  - -are always with us and are not forgotten
  - -are common to everyone but ability level of each varies greatly

**Misunderstandings**

- we do not have to a course to learn skills and most are not taught
- they are strengths and abilities that have been gained and used in many areas of life
- a skill does not have to be unique to one person
- you do not have to work to learn a skill (they can be gained from hobbies, volunteering, leisure pursuits etcetera)

**Why is it important to identify skills?**

1) If you are going to work 100,000 hours in a lifetime it is important to engage in work you do well
2) You will more likely enjoy your job if you utilize your preferred skills
3) People are hired primarily for their skills
4) Skills determine the type and nature of the work you are qualified to do
5) Knowing your skills facilitate career change possibilities

The first activity in this section is to divide the group into pairs and have the first person take ten minutes to describe to the other member of the dyad a recent accomplishment in their life or career. There should be no interruptions and participants should keep direct eye contact. The second person is then asked to describe the skills that were demonstrated in the accomplishment. Next, the roles are reversed and the the process is repeated. The purpose of this activity is to demonstrate to participants that

an analysis of their accomplishments is an effective way to uncover their skills.

In the next exercise, each participant is given a set of 40 colour-coded cards, each describing a skill. The skills are based on the occupational descriptions utilized by the U.S. department of labour, and by Richard Bolles (1989). The participants then sort the cards into three rows in order of priority under the following categories: "Strongest", "Strong" and "Weak." This information is then transposed to a "transferable skills chart". Next, the participants are instructed to sort only the "Strongest" and "Strong" skills into three other categories: "I enjoy using a lot", "I enjoy using occasionally", and "I do not want to use". These also are written onto their transferable skills chart. Finally, the participants are asked to list the skills they require to be more marketable and to describe how these skills can be gained. Although teacher participants usually find they have many transferable skills, the overall goal is to generate a list of five or six favourites.

In a discussion led by the facilitator, the participants are shown that the cards are arranged according to three categories: skills with people (yellow cards), skills with information or data (green cards) and skills with things (blue cards). In addition, the facilitator uses an overhead transparency to demonstrate that the skills are organized according to level of sophistication within each category. For example, the lowest and highest level of skill in the "People" group is "taking instructions" and "training"; in the "Information /Data" group, "observing" and "achieving"; and in the "Things" group, "handling objects" and "repairing".

Another aspect of the skills section is information regarding skills that teachers typically possess. This information can be gained through

occupational descriptions contained in the Canadian Classification and Dictionary of Occupations (CCDO), occupational monographs, and the books mentioned earlier that are directed at teacher career changers. Miller and Dickson (1980) divide them into three categories "Classroom Skills", "Self-Motivated Job Skills" and "Counsellor skills". Classroom skills include:

- communicating
- evaluating
- testing performance
- writing instructions
- relating instructions verbally
- writing goals and objectives
- communicating answers to questions
- communicating instructions to staff and student assistants
- directing and supervising staff assistants and student aides
- solving human relations problems
- maintaining discipline and order
- creating atmosphere conducive to learning
- encouraging, motivating, generating enthusiasm
- motivating for effective achievement and excellence in performance
- selling yourself as a trustworthy person
- selling yourself as a skilled person in your field
- demonstrating skills and techniques
- illustrating ideas and varying the instructional program by using audio-visual materials (p. 14)

Because teachers work with students for extended periods of time, they need to possess self-motivated skills in order to cope. These self-motivated job skills include the following:

- planning units of instruction for day, week, month
- initiating and developing job training programs for staff assistants and aides
- solving problems of financial management
- researching and coordinating pilot programs

- communicating successfully with co-workers, counsellors, parents, administrators
- interviewing and counselling students
- writing student recommendations for jobs and post secondary institutions
- developing and devising methods for course development, changes and improvement
- creating innovations in your specialized subject
- revising and updating teaching materials, plans and techniques
- writing reports
- directing public relations programs using community resources
- developing achievement tests
- budgeting and ordering supplies (p. 15)

***Putting it all together***

In this section, participants are asked to transfer all the remaining information from the self-assessment activities to their large "Personal Profile Chart".

At this point in the workshop, the participants review the material presented in the "Self-empowerment" section and are encouraged to act, using the information they have gathered. This may involve improving their present career situation, exploring career alternatives, attending individual counselling sessions with professional career counsellors, gathering information regarding the job market, conducting informational interviews with people in other interesting occupations, discussing the workshop with their spouse or friend, revamping their resume, reviewing the "Careers" section in the newspapers, or completing some further reading and exercises.

In order to give participants an idea of the literature available regarding career development, career change, the job market, resume writing, and adult development, the facilitator should review the most popular books or, preferably, display them prominently. Other Alberta

Manpower booklets such as "Job Seeker's Handbook", "Changing Course Midstream", "Women at Work: Making It in Two Worlds" can be distributed at this point.

The final workshop activity is a solitary one. Each participant is instructed to write a comprehensive letter to him/herself. The letter should cover the following three topics:

- What have I learned about myself at the Career Transition Workshop?
- What decisions have I made regarding my career?
- What goals and objectives do I hope to achieve in my life and career during the next six months?

The letters are then collected by the facilitator and the participants are told that it will be sent to them in exactly six months as a reminder and review of their plans.

***Evaluation***

In order to solicit feed back regarding the workshops the participants are given an open ended evaluation form with the following statements to be completed:

One thing that I learned in this workshop that surprised me:
One thing I learned in this workshop that confirmed something I already knew:
The best part of this workshop was:
If I could change one part of this workshop, it would be:
This is why I would/would not recommend this workshop to a friend:
Other comments:

(Hirsh, 1986, p. 49)

**Profile of the Participants**

This section describes the background of the participants who attended the six workshops held in a commercial setting where a registration fee was charged. In addition, their personality types from the MBTI and their Holland Codes are also described.

The size of each group varied from 10 to 24. These participants had a number of distinct characteristics. First of all, there was always much greater participation by females than males at all the workshops. In fact, only 30.47% (32) of the participants were male. In addition, 20% (21) of the participants were currently or had been on Long Term Disability. Finally, of those who reported their age range, none were 25 years old or younger, 31.1% (32) were 26 - 35 years old, 47.57% (49) were 36 - 45 years old, 19.4 (20) were 46 - 55 years old and only 1.9% (2) were 56+ years old. Most participants were at mid-life.

Because all of the participants were administered the Myers-Briggs Type Indicator (MBTI), their profiles on the four pairs of characteristics could be compared to the general teaching population as indicated in the MBTI manual. Here are the percentage of scores of the participants for the opposite preferences on each of the four scales with the expected percentages of the regular teaching population in brackets: Extroversion - 34.28% (50.51%) and Introversion - 65.72% (49.49%); Sensing - 44.76% (50.85%) and Intuition - 55.23% (49.15%); Thinking - 53.33% (42.00%) and Feeling 46.67% (58.00%); Judging - 72.38% (65.64%) and Perceiving - 27.6% (34.36%). In terms of the Myers-Briggs Type Indicator model, a substantially greater number (16.22%) of participants preferred to "focus on the inner world of ideas and impressions" (Introversion) than the average

teaching population. In addition, a significantly greater number (11.33%) of participants tended to "base decisions on logic and on objective analysis of cause and effect" (Thinking) in comparison to the average teachers included in the MBTI data base.

Because of the large information base on teachers who have been typed by the MBTI it is also possible to note the distribution of teachers in each of the personality type categories. The percentages of each type who attended the workshop follow with the expected percentages of teachers in brackets: ISTJ - 18.4% (11.25%); ISTP - 2.91% (2.01%); ESTP - 0% (1.53%); ESTJ - 8.74% (9.01%); ISFJ - 10.6% (11.10%); ISFP - .97% (3.29%); ESFP - 1.94% (3.40%); ESFJ - 1.94% (9.25%); INFJ - 10.68% (6.13%); INFP - 6.8% (7.13%); ENFP - 9.7% (10.01%); ENFJ - 4.85% (7.69%); INTJ - 10.68% (5.22%); INTP - 3.88% (3.35); ENTP - .97% (3.64%); and, ENTJ - 6.8% (5.98%).

This comparison between the participants and the data in the MBTI manual may not be valid, however, because of the fact that the workshop participants have not been delineated by individual groupings of teachers. For example, the group of teachers in the manual includes teachers from many widely diverse groupings not represented in the participant group.

It is also interesting to observe whether the Holland codes of the participants (potential career changers) match those expected of the average teacher population. One would expect from Holland's typology that teachers would normally be in the "S" (Social) grouping. In actuality, there was a only a match 23.01% of the time for the first letter, 14.42% for the second letter, and 19.23% for the third letter.

Following are tables for each workshop summarizing the MBTI types, the Holland Codes, the age ranges of the participants, the grade level

taught when indicated (many are unknown - "U"), and those who are LTD claimants. The final column indicates those who felt that they would benefit from additional individual career counselling after the workshop.

**Table 1**

**Profile of Participants**

***FEBRUARY 11-12 WORKSHOP***

| *Participant* | *MBTI TYPE* | *HOLL CODE* | *AGE* | *GRADE* | *LTD* | *COUNSEL* |
|---|---|---|---|---|---|---|
| male | ISFJ | EAI EAC | B | U | | * |
| female | ENFJ | RCS | D | JH | * | |
| male | ESFJ | ARI | C | U | * | * |
| female | ENFJ | AIS | C | HS | | * |
| male | INTP | IRA | B | EL | | * |
| female | ISTJ | CEI | C | K-12 | | * |
| femalef | ENFP | SEA | B | EL | | |
| female | ISFJ | ECI | C | EL | | * |
| femalef | ENFP | SAI | C | U | * | * |
| male | INTP | EIC | D | U | * | * |
| female | ENFP | AEI | D | U | * | * |
| female | ESFP | CER | D | EL | * | * |
| female | ISFJ | CAR CRA | C | U | * | |
| female | INFJ | AEI | C | HS | | * |
| female | ENTJ | CIR | D | AD-ED | | * |
| male | ISTJ | REC | D | EL | * | * |
| female | ISTJ | SCA | B | U | | * |
| female | ENTJ | EAS | B | U | * | * |
| female | ENFP | AIE | E | U | * | |
| female | INTP | CAR | C | U | * | * |
| male | ISFJ | AIR | C | HS | | * |

AGE CODES
A = 25 and under
B = 26-35
C = 36-45
D = 46-55
E = 55+

GRADE LEVEL TAUGHT
U - Unknown
K - Kindergarten
EL - Elementary
JH - Junior High
HS - High School
AD - Adult Education
PRINC - Principal
ESL - English as a second language
SpEd - Special Education

**Table 2**

**Profile of Participants**

## *MARCH 11-12 WORKSHOP*

| *Participant* | *MBTI TYPE* | *HOLL CODE* | *AGE* | *GRADE* | *LTD* | *COUNSEL* |
|---|---|---|---|---|---|---|
| male | ESTJ | RIC | C | U | | * |
| female | ENFP | ASR | C | U | * | * |
| male | ESFP | REC | C | JH | * | * |
| female | ENFP | ASE | C | SpEd | | * |
| male | ENTJ | SER | B | U | | |
| female | INTJ | SEA | B | U | | |
| female | ISTJ | SRI | C | PRINC | | * |
| male | ESTJ | RIS RIC | D | JH | * | * |
| female | INFJ | SEC | C | JH | | |
| male | INFP | ARI | B | EL | * | * |
| female | ESTJ | CAS | E | EL | * | |
| female | INTJ | RAI | C | RR | | * |
| male | ISTP | ERA | D | EL | | * |
| female | ISFJ | SAC | B | JH | | * |
| female | ISTJ | RSA | C | U | * | |
| male | INTJ | RIA | C | AdEd | | |
| female | ENFJ | ASE | D | ESL | * | * |
| male | ENFP | AIR | D | JH | | * |

AGE CODES
A = 25 and under
B = 26-35
C = 36-45
D = 46-55
E = 55+

GRADE LEVEL TAUGHT
U - Unknown
K - Kindergarten
EL - Elementary
JH - Junior High
HS - High School
AD - Adult Education
PRINC - Principal
ESL - English as a second language
SpEd - Special Education

**Table 3**

**Profile of Participants**

## *MAY 6 -7 WORKSHOP*

| *Participant* | *MBTI TYPE* | *HOLL CODE* | *AGE* | *GRADE* | *LTD* | *COUNSEL* |
|---|---|---|---|---|---|---|
| female | INFJ | AEI | C | EL | * | |
| female | ISFP | CRE | C | U | | * |
| female | ENTP | EIA | B | JH | | * |
| male | INFP | ECS | D | JH | | * |
| female | ENFP | SEA | D | EL | | * |
| male | INTJ | IRE | C | HS | | |
| female | INFP | RAI | C | U | | * |
| male | ISTP | RIS RIC | C | EL | | |
| female | INTJ | RIA | B | KIN | | * |
| male | ENTJ | IRS | D | HS | | |
| female | INTJ | CSE | C | EL | | * |
| male | ENTJ | SEI | C | PRINC | | |
| male | ISTJ | REI | D | JH | | |
| female | ENTJ | SCI | B | JH | | |
| female | ENFJ | SCA | C | HS | | * |
| female | INFJ | SAC | B | JH | | |

AGE CODES
A = 25 and under
B = 26-35
C = 36-45
D = 46-55
E = 55+

GRADE LEVEL TAUGHT
U - Unknown
K - Kindergarten
EL - Elementary
JH - Junior High
HS - High School
AD - Adult Education
PRINC - Principal
ESL - English as a second language
SpEd - Special Education

**Table 4**

**Profile of Participants**

***MAY 27-28 WORKSHOP***

| *Participant* | *MBTI TYPE* | *HOLL CODE* | *AGE* | *GRADE* | *LTD* | *COUNSEL* |
|---|---|---|---|---|---|---|
| female | ESTJ | SCE | B | EL | | * |
| male | INTP | ECR | D | U | | |
| female | INTJ | CRE | C | JH | | |
| male | ISFJ | RCA | C | EL | | |
| female | INTJ | ASC | C | HS | | * |
| female | ISTJ | CIA | B | EL | | * |
| male | INTJ | AIS | C | HS | | * |
| female | ESTJ | ECS | C | EL | | |
| female | ISFJ | ASC | C | EL/JH | | * |
| male | ISTP | RES | C | JH | | * |
| female | ISFJ | AIS | C | EL | | * |
| female | ESTJ | RAC | D | HS | | * |
| female | ISTJ | ARS | ? | U | | |
| female | ESTJ | EAR<br>EAC | C | | | |
| female | ESTJ | ASE | C | EL | | * |
| female | INFP | ASI | C | EL | | * |

AGE CODES
A = 25 and under
B = 26-35
C = 36-45
D = 46-55
E = 55+

GRADE LEVEL TAUGHT
Ü - Unknown
K - Kindergarten
EL - Elementary
JH - Junior High
HS - High School
AD - Adult Education
PRIINC - Principal
ESL - English as a second language
SpEd - Special Education

**Table 5**

**Profile of Participants**

## *JULY 3 - 4 WORKSHOP*

| *Participant* | *MBTI TYPE* | *HOLL CODE* | *AGE* | *GRADE* | *LTD* | *COUNSEL* |
|---|---|---|---|---|---|---|
| male | INFP | AIE | D | HS | | • |
| female | INFJ | ARS | B | EL | | • |
| male | INFP | SIE | D | HS | | • |
| female | INFJ | AES | B | KIN | | • |
| female | ISTJ | ECS | B | SpEd | | • |
| female | INFJ | SAE | C | U | | • |
| male | ISTJ | ? | C | EL | | |
| female | INTP | SAE | B | U | | |
| female | ISTJ | CIS | B | JH | | |
| female | ISTJ | IAS | B | EL | | • |
| male | INTJ | RCI | B | JH | | |
| female | ENTJ | CES | B | EL | | • |
| female | ISFJ | RSI | B | EL | | |
| female | INFJ | SIA | C | U | | |
| female | INTJ | SRC | ? | U | • | |
| female | ISFJ | SIR | B | U | • | |
| female | INFJ | SIE<br>ASR | B | EL | | • |
| female | ISTJ | ASI<br>ASR | B | EL | | • |
| female | ISTJ | CSE | B | EL | | |
| female | ISTJ | SIE | C | U | | • |
| male | ESFJ | SIC<br>SCE | D | HS | | • |
| female | ESTJ | EAS | B | JH | | |
| male | ISTJ | CRE | C | PRIN | | |
| female | ISTJ | CER | C | JH | | |

AGE CODES
A = 25 and under
B = 26-35
C = 36-45
D = 46-55
E = 55+

GRADE LEVEL TAUGHT
U - Unknown
K - Kindergarten
EL - Elementary
JH - Junior High
HS - High School
AD - Adult Education
PRIINC - Principal
ESL - English as a second language
SpEd - Special Education

**Table 6**

**Profile of Participants**

## *JULY 6 - 7 WORKSHOP*

| *Participant* | *MBTI TYPE* | *HOLL CODE* | *AGE* | *GRADE* | *LTD* | *COUNSEL* |
|---|---|---|---|---|---|---|
| female | ISTJ | CIR | C | EL | | * |
| male | INFP | RCI | B | EL | | * |
| female | ENFP | SCE | B | JH | | * |
| female | ENFP | ASI | ? | U | | |
| female | ENFJ | EAS | C | JH | | * |
| female | INFJ | CSI | B | EL | | * |
| male | INTJ | ECR | D | HS | | |
| female | ISFJ | CIS | C | JH | | * |
| male | ISTJ | SEC SEA | C | EL | | * |
| female | INFJ | AEC | C | JH | | * |

AGE CODES
A = 25 and under
B = 26-35
C = 36-45
D = 46-55
E = 55+

GRADE LEVEL TAUGHT
U - Unknown
K - Kindergarten
EL - Elementary
JH - Junior High
HS - High School
AD - Adult Education
PRIINC - Principal
ESL - English as a second language
SpEd - Special Education

**Comments by Participants**

Feedback from the participants and evaluation of the workshop was accomplished through collection of anonymous comments on a form at the end of the workshop. The participants were asked to complete open ended statements to allow them to express their feelings regarding various aspects of the workshop that seemed important to them.

Comments and evaluations were very positive and participants felt that the self-assessment activities had been very useful to them as a whole. To give the flavour of the participants opinions, all of the comments from the first workshop are summarized below.

Participants indicated that they learned the following:

- the importance of formulating goals and objectives
- teachers have many marketable skills applicable to numerous other occupations
- the importance of taking charge of your life
- that a person may be very well-suited to the teaching profession and that unhappiness may be occurring because of a specific job or a personal situation
- the process of evaluating one's skills
- new aspects of their personality from testing
- the need to change and re-establish priorities in work and leisure
- others might see them differently than they see themselves
- values and skills were reconfirmed
- there are vast occupational possibilities
- there are methods and opportunities to enter other careers
- more about their diverse interests

Participants indicated the following as being the best part of the workshop:

- getting to know themselves better
- being led systematically to examine their life and career
- talking to other teachers about themselves
- the exercises, handouts and other materials were very well-organized and presented effectively
- identification of their strengths and skills
- the three guest speakers who were former teachers who had become successful in another career area
- the wide variety of methods utilized - check-lists, activities, computer-scored inventory results, etc.
- the perception check list where others (colleagues, friends) anonymously evaluated their personal characteristics

The following section lists the general comments given at the end of the evaluation form by the participants:

"You are a very interesting, competent and well organized instructor. Your information is very pertinent and extremely helpful."

"A program of this nature has been long over due."

"It was valuable to me and would be to many of my friends who are contemplating a career change."

"Well done, Gene!...An enjoyable experience for me. Well organized, relaxed atmosphere. I do appreciate the many handouts to use in the future."

"Good -- Enlightening"

"THANKS. I enjoyed it...it was informative."

"Thanks for being so marvellously well prepared...and so pleasant"

"Lots of good materials for post-workshop use."

"Great speaker, Gene. Well presented. Good, clear overheads. Well organized. Inspiring -- Good concrete examples. Nice to have a guest speaker. Non-threatening."

"Thanks Gene. We're all in sort of 'tender states' and this information was presented in a comfortable, supportive way. You're doing a necessary and valuable job!!!"

"A most beneficial and enjoyable weekend. I'll be very disappointed in myself if I don't act on the valuable advice and inspiration this weekend."

"A very worthwhile and informative session."

"I liked the format of the workshop; the variety of exercises kept the pace up and interest level high. Thanks, Gene, for a worthwhile workshop!"

"Helps to look at a great many attributes that impinge on life and work."

"I would recommend this workshop to others because of the personal input given by Gene. There is a great need for this type of a workshop. Thanks for filling the void."

"Fine quality -- well worthwhile. Practical and eminently useful. Reaffirming."

"Superb."

"A pleasure meeting you -- impressed by your organization and personable manner. Opening an "office" for long term provision of this sort of experience might be a very successful idea."

"I would recommend this workshop to a friend because of the amount of revealing information supplied by the two tests and survey sent to friends. Concrete ideas about other career possibilities. A very strenuous weekend, but WELL worthwhile."

"Gives support to those who desire to change careers and/or reaffirms their present beliefs."

"I believe that it included all the areas of getting to know yourself and make an intelligent decision."

"There is nothing else of this type of workshop (that I know of)"

"You are a special person with a special talent! Thank you for sharing this with us!"

"I would be very interested in a workshop on writing resumes and interviews."

"It was extremely interesting and someone who was not anticipating a career change, would find it equally enjoyable, I think."

"I appreciated that you didn't let too much talk go on about what people didn't like about teaching, the problems, faults, etc. We get enough of that elsewhere and what does it solve?"

"I like your presentation style fairly low key, not threatening, thought provoking, responsive, well managed, but flexible"

"(The workshop) helps to re-direct your goals and career direction. It opens new doors and motivates you to perhaps pursue another vocation. It helps eliminate that hopeless feeling that if one doesn't wish to stay in teaching, there may be indeed another career open. Thank you. Very interesting!"

**Limitations of Workshop**

1) The participants who attended the workshop may not be representative of the average teaching population
2) Some teachers with severe personal or relationship difficulties may attend but not benefit from the career and life assessment activities
3) It is difficult to measure changes that directly result from attending a workshop of this nature
4) Participants who required individual follow-up and counselling after the workshop could not be accommodated

# CHAPTER V

## CONCLUSIONS AND DISCUSSIONS

### Summary

No previous comprehensive program of career and life assessment was found to exist directed specifically at teachers who were considering career change. Available programs are general in their orientation and aimed at everyone from new school graduates to the unemployed.

This thesis describes a Career Transition Workshop designed to meet the needs of teachers who require self-assessment as a basis to make career and life decisions. A review of the literature and research regarding career change indicated that the phenomenon has become prevalent in our society. Studies have indicated that a substantial number of teachers would like to leave their jobs and enter new career areas. These studies demonstrated that many teachers are discouraged by their working conditions and are often assessing their specific life and career situations.

Various programs and workshops were reviewed and incorporated into a comprehensive two-day workshop developed specifically for teachers. Descriptions of the structure of the program, implementation of the workshop, and profiles of the participating teachers who attended were outlined. In addition, an extensive bibliography of materials, articles, programs, research and literature was compiled.

Because of the comprehensive nature of the workshop and the great variety of teachers who attended, it is difficult to quantitatively evaluate a program of this nature; however, as indicated by their verbal and written

comments, the teachers reacted positively to the workshop. Seven workshops have been held and the demand continues for more. A number of teachers attended as a result of recommendations from previous participants.

**What Has Been Achieved**

The Career Transition Workshop has been conducted seven times for teachers in Edmonton and Calgary. The participants lived throughout Alberta and were classroom teachers in most age groups from a variety of personal situations. The program provided the participants with a comprehensive self-assessment of their personal and career situation and can be utilized as a model for career professionals working with teachers.

Through a variety of activities, discussions, exercises and inventories, teachers who attended were made more aware of adult development factors, values, interests, personality traits, and transferable skills. In a guided, organized manner, they have been shown that they have many available options and possibilities for career growth or change. Written comments by the participants indicated that they developed a sense of control over their career and lives and that they learned how to improve the balance between their working and non-working lives. To enable them to direct their future more purposefully and effectively, they also were left with a comprehensive profile of the most significant aspects of their lives.

The Career Transition Workshop has also demonstrated that a group of teachers, who question their careers for different reasons, can work together for self-assessment. Some teachers on long term disability attended the workshop to look for other career possibilities; others attended

because they were discouraged as the result of their working conditions; and still others were simply re-evaluating their lives and career choices. However, all of them had a common a need to consciously manage their careers through self-assessment.

## Recommendations

The following recommendations have resulted from the development of the Career Transition Workshop and interaction with teachers who attended:

1) conduct a follow-up study of the teachers who attend a career and life assessment workshop to determine how many utilized the information to leave teaching and how many used the information to re-affirm their career choice

2) formally investigate whether there are personality differences (as measured on the Myers-Briggs Type Inventory and the Strong-Campbell Interest Inventory) between teachers who leave the their profession and those who stay

3) make the Career Transition Workshop available to all teachers who are re-evaluating their career and life situation

4) investigate whether teachers at different ages require different types of personal professional development because of adult development factors

5) investigate the possibility of allowing teachers to retire earlier, or permitting teachers to leave the profession and re-enter at a later date without lose of pension benefits

6) investigate methods to release the "golden handcuffs" of pension funds, holiday periods, and job security, to allow dissatisfied teachers to switch careers with dignity

7) in addition to curriculum and program inservice, professional development of teachers should include seminars and workshops related to personal assessment, inner development, and career planning

8) more Canadian research should be conducted to determine the differences between teachers who leave the profession and those who stay

9) efforts should be made by school boards to improve teacher working conditions

10) teachers, school boards, and the ATA should be made more aware of the Career Transition Workshop

11) a follow-up workshop should be developed specifically to help exiting teachers with researching the job market,

resume writing, interview skills and career switching techniques

12) professional, personal Career development counselling should be made available to teachers as required

13) a comprehensive re-employment program should be made available to teachers who wish to leave the profession, particularly those teachers on Long Term Disability programs

14) Long Term Disability insurance programs should provide for retraining of teachers who cannot return to the classroom

Like any occupational group, teachers have a need to assess their careers and lives. Programs such as the Career Transition Workshop can be useful to such teachers, and should be made available to interested teachers as part of any professional development activity. It is important for school boards and the Alberta Teachers Association to note that not all teachers adhere to the maxim of "One Life - One Career." In fact, career change is quite common and normal in many occupational groups within North American society.

It is clear that not all teachers want to teach until they retire. Some want to make career changes due to job dissatisfaction or because of a need for personal development and growth. Further development and enhancement of career and life assessment workshops would be very useful for these teachers who want to make informed decisions. In fact, a full re-employment program for teachers may be required to unlock the "golden

handcuffs" of job security, pension plans and inertia as mentioned previously. The writer is currently working on a re-employment program for teachers who wish to change professions. The program will provide extensive career counselling, job search techniques, resume writing assistance, interview skills assistance, and office support for teachers in career transition.

## Concluding Comment

The writer enjoyed working with the teachers who have attended the Career Transition Workshop, although at times the process was intensive and exhausting. There are many paths open to these teachers who have many interests, values, and lifeskills that will serve them well in a variety of occupations. Comprehensive self-assessment of these personal traits, and efficacious career planning is the key to translating vague wants into rational action plans.

Helping teachers to reach greater self-awareness through the systematic process of the Career Transition Workshop has indeed been very gratifying to the writer.

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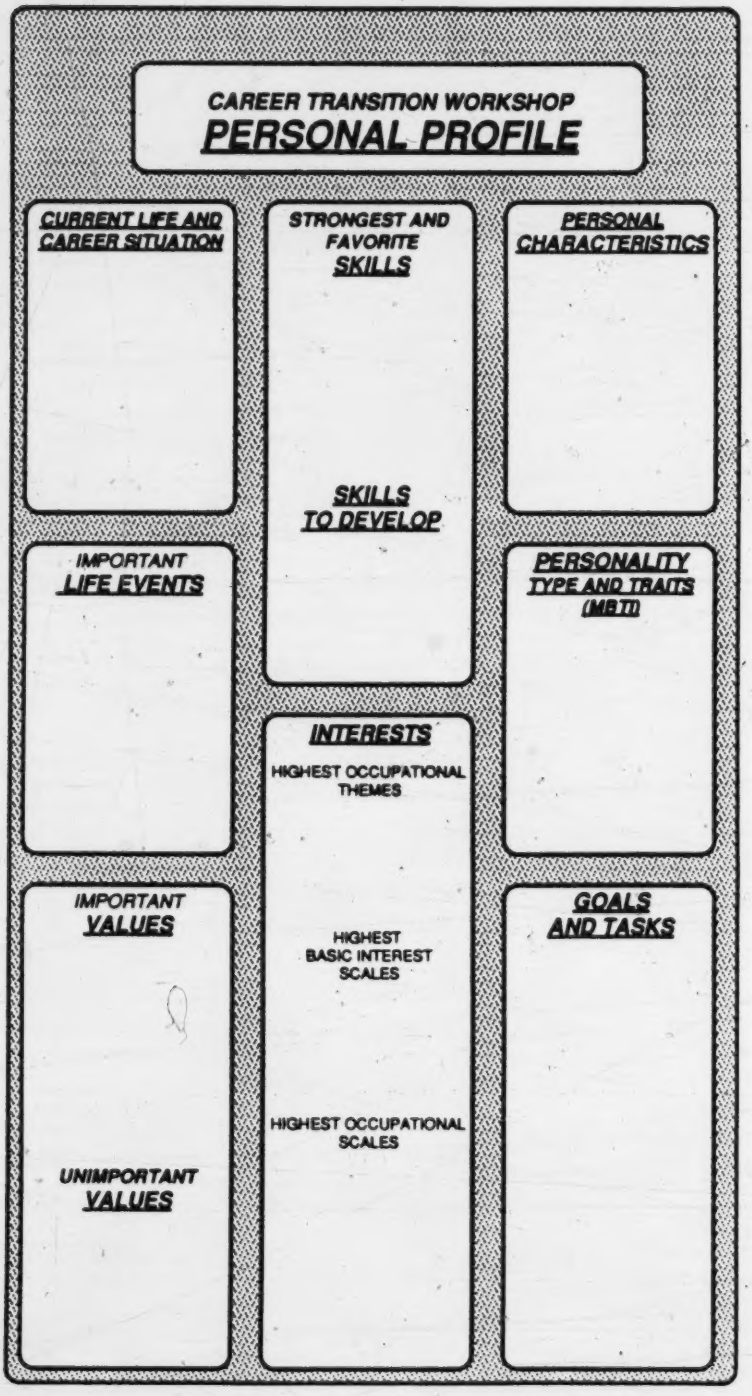
# APPENDIX A


CAREER TRANSITION WORKSHOP
PERSONAL PROFILE
CURRENT LIFE AND CAREER SITUATION
STRONGEST AND FAVORITE SKILLS
PERSONAL CHARACTERISTICS
SKILLS TO DEVELOP
IMPORTANT LIFE EVENTS
PERSONALITY TYPE AND TRAITS (MBTI)
INTERESTS
HIGHEST OCCUPATIONAL THEMES
IMPORTANT VALUES
HIGHEST BASIC INTEREST SCALES
GOALS AND TASKS
HIGHEST OCCUPATIONAL SCALES
UNIMPORTANT VALUES